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CHRYSALIS

The EAGLE

Vol. 26, No. 1

January 25, 1972

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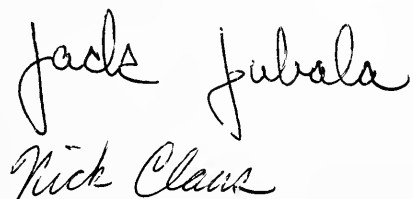
The Eagle in Chrysalis

The **Eagle** is not dead. The rumors on campus about the passing of the old bird carry some truth (there will be no 1972 yearbook) but here it is, in your hands — The **Eagle**.

Chrysalis. A state of change. This is the present state of I.B.C.'s annual student publication. From St. Procopius Eagle to Illinois Benedictine Eagle. From yearbook format to magazine format. From annual to quarterly. From caterpillar to (hopefully) butterfly. The yearbook, like the caterpillar, knew when its time had come to crawl into the cocoon, to let its vitals mix with its skin so both could change, and finally to emerge as a new creature.

For the yearbook had, in its last few years, become a caterpillar — a worm constrained by fixed, traditional norms to a life of communicational crawling. In 1969 and 1970 it sought the flight of freedom, but was dragged down. After all, no one expected a caterpillar to fly. Some, on seeing it try, felt obliged to step on it.

Chrysalis. Here it is, still a cocoon, but not entirely dormant. It needs time for metamorphosis — for rearranging what is still useful and changing what is not.

Handwritten signatures of Jack Jubala and Nick Claus in cursive script.

Jack Jubala
Nick Claus
Eagle Co-editors





walking in the dark

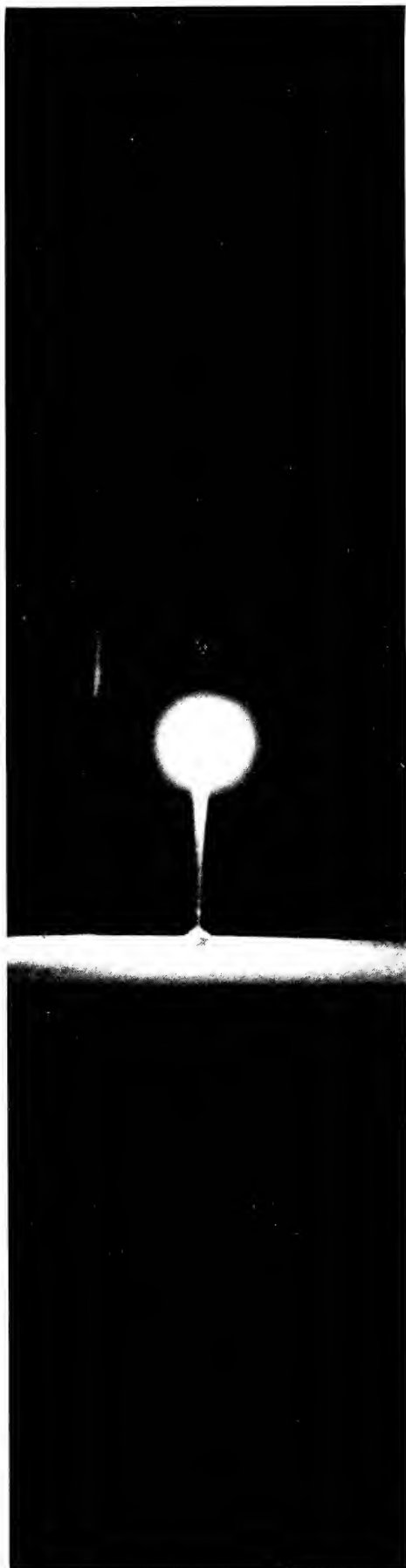
(or is it running?)

searching . . .

searching for warmth,

for light

searching . . .



*a glimmer of light
(or is it an explosion?)
reaches . . . from the end of a tunnel,
taunting the searcher*



*it's a way out,
but there is
still
the distance . . .
the time . . .
the walking . . .
(or is it
running?)*

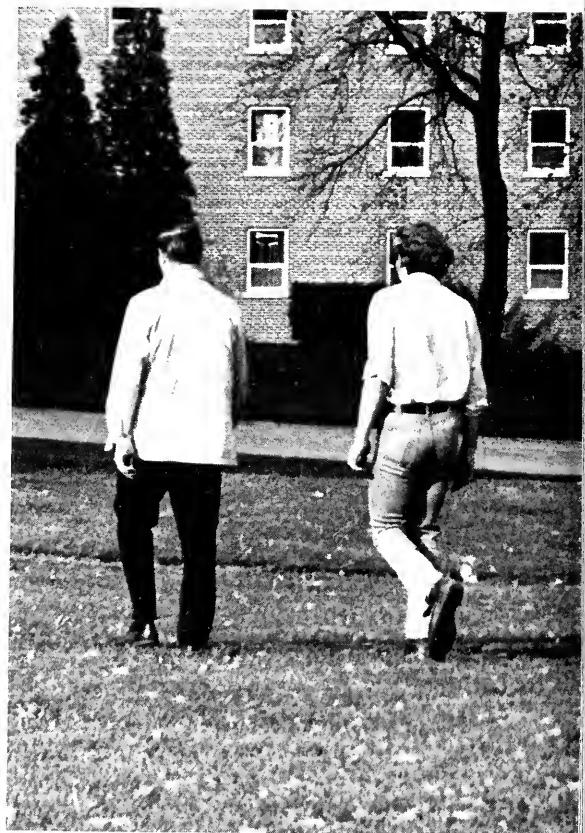
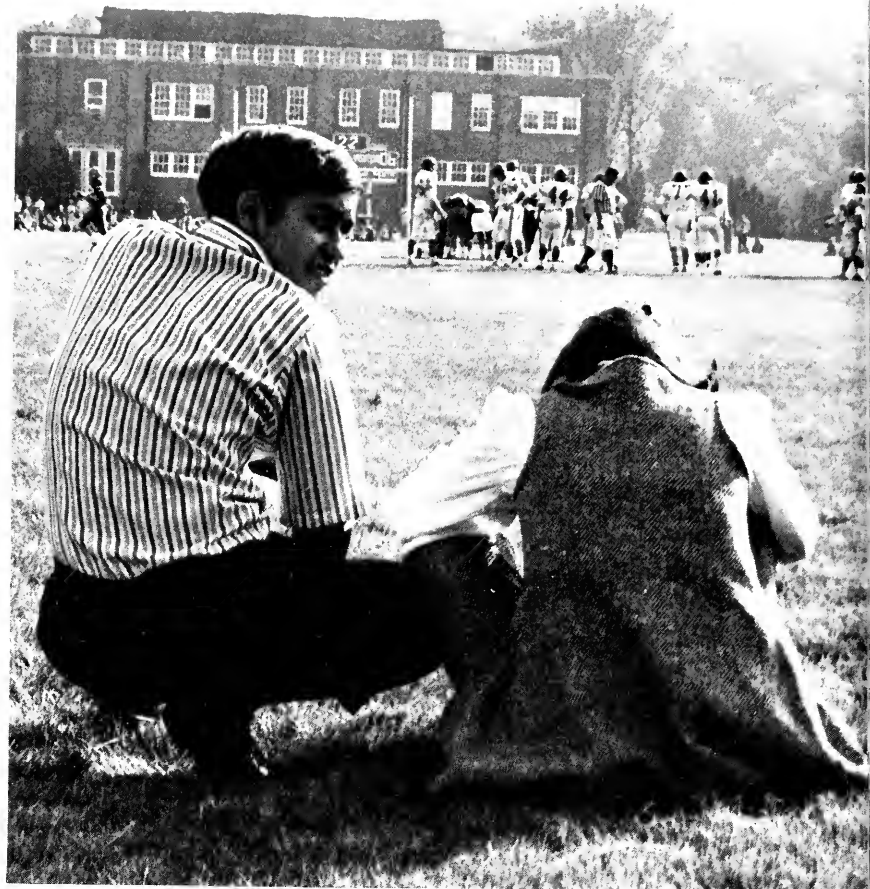
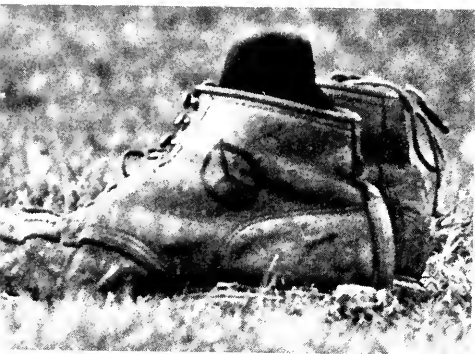


*taunting . . .
hauntingly
the light beckons
but the footing is unsure*



*he path is strewn
with obstacles -
each step can be a pitfall -
each step must be a task*







look back . . .

see

the path behind -

a closed door

*concealing a broken
lightbulb,*

a dead end . . .

so it goes.

there's still a light

at the other end.

Newly-elected president expresses philosophy —

It was early in the morning. The bustle of the campus had barely begun: a few people drifted out of the cafeteria and headed toward the Science Learning Center, trying desperately to awaken both physically and mentally in preparation for the upcoming onslaught of another day of facts and figures.

The halls of the Administration Building were virtually empty, the only sounds being that of an electric typewriter furiously hacking away at a previously virgin piece of paper. The typewriter was on a desk behind an old door, above which hung a stately sign reading "President."

Father Daniel Kucera, the new president of Illinois Benedictine College, sat behind his desk, musing at the question put before him, as his secretary's typewriter still clattered away in the outer office.

"Why did IBC need a new president? Things are happening so fast these days it's hard to be on top forever. A president can just give the maximum for whatever span he can. I don't expect to die as president of the college, certainly, but on the other hand, I hope to stay around for a few years. In his six years as president, Father Roman did an excellent job. I hope to pick up where he left off.

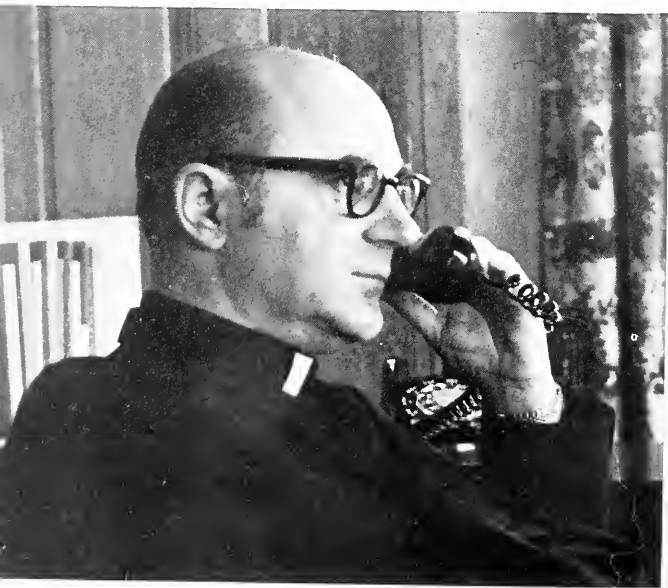
"As far as duties of the president, naturally there are certain technical functions that he performs, like speeches and holding faculty meetings, but the real duty of the president is to lead the campus communi-

ty. It's leadership not in the sense of 'follow me', but in the sense that the president has to be incisive presenting plans that people will digest; he has to be humble in that if someone suggests a better plan, the president will accept it as such; he must also be courageous and effective in putting the plans into action: person or body of persons can plan and plan and go nowhere. There has to be a person who will put the plans into action. This is the job of the President."

Father Dan squinted slightly as the first rays of the morning sun entered the office window. The typewriter clatter had subsided. Taking its place in the outer office was the jingle of a telephone.

"There are many goals that one has when he becomes president of a college. To single it down to one goal, my ambition for IBC is to get an educational program in its fullest sense, making it meaningful and practical to every student, relating the traditional classroom work with what is going on in society especially in the area where the student makes his major effort. For example, the Political Science department is doing work with students and city managers. The Psychology department is doing work with retarded children. The Sociology department is doing work with delinquents . . . I'd like to see IBC become a place where the student learns, not only from the textbook and teacher, but also from society.

"As far as changes in basic policy, there aren't any immediate plans for alteration of the drinking laws. There was a petition from the first floor residents of Neuzil in that area, and Mr. Block is working with students on that issue. The open house laws have already been changed as far as checking-in times. I don't know where the open house issue will go though. It's not really the central issue on the campus; involvement in general is the issue. Visiting of rooms is not essential, and in most cases it isn't done for educational purposes. This isn't saying that no knowledge can be obtained from interpersonal relationships but in total I don't see values one way or another about open house. I think it's a 'non-problem.' If students are involved in interesting things on campus and are really **involved** there's no real need to change the laws. Even if there are no open house changes, things are still tolerable. To work completely around open house, other meaningful things and issues on campus would be lost. In other colleges, in the past, open house rules were put into effect where there



Father Daniel converses with academic dean.



Father Daniel Kucera, OSB, President

— Seek meaningful educational program

weren't any rules governing the situation previously, simply for the fact that students, especially girls, felt that it was an invasion of privacy to have people constantly roaming the halls.

"As far as physical changes on campus, a committee (was) set up during the first semester composed of faculty and students alike. We first have to decide what kind of plans we want before the architects can draw up the plan. Then, of course, there's the funds which have to be acquired. Things look hopeful with all the positive attitudes we're getting towards this project. We're hoping that the trustees and other people will come to our assistance. With faith in ourselves and everyone else, things look very hopeful for the future."

As Father Daniel spoke, a bell located in an obscure corner of the hall rang for four seconds. For those four seconds, every student who had participated in a "B.Y.O.B." activity (either private or public) was convinced that his headache was really worse than he

had thought it to be, and wished only that his throbbing grey matter wouldn't have to be subjected to that awesome torture again in six minutes. Yes, it was Monday morning.

"My impression of the students," Father Daniel continued, "was excellent. I felt many good vibrations of **feeling**. There's a rather close rapport between students here. I found enthusiasm, I found students concerned with progress. I think the Student Government has a valuable understanding in creating vibrant academic progress, and if classwork doesn't turn students on, then the rest of the campus activities will."

"The enthusiasm of the school is contagious. Take the newspaper and the magazine, for example. So far in the issues I've seen of the newspaper, I think it's superb coverage and style. The writers know their English. As far as the magazine, I hope it will **become** a yearbook. It has great potentiality in being an implement to use for the benefit of the campus."

SPC to IBC -

— a Chrysalis writer
researches the facts on how and why
the name was changed

On July 1, 1971, the name of St. Procopius College was officially changed to Illinois Benedictine College, Incorporated. This was another in a series of developmental changes which have spanned the last decade and will continue at least through the forthcoming one.

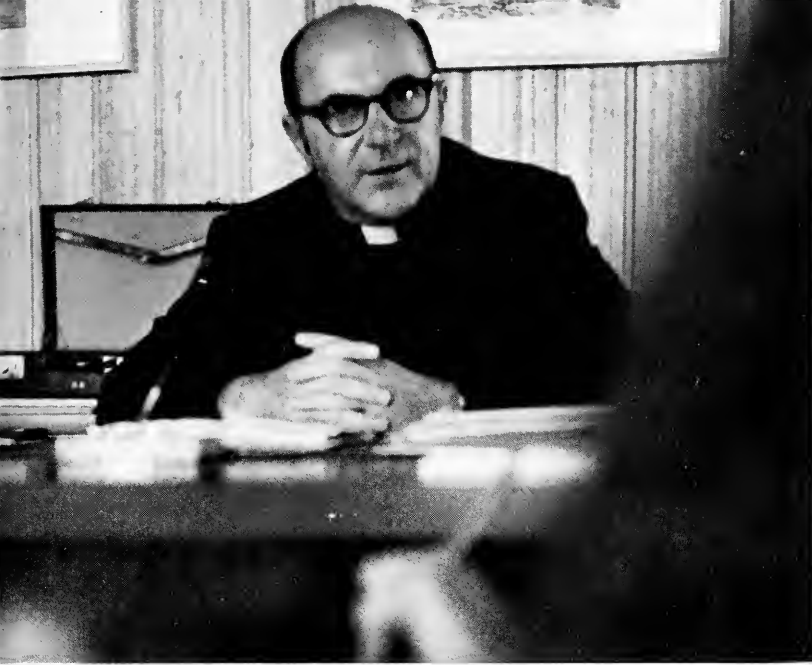
The change started during the academic year 1969-1970 when Father Roman Galiardi, OSB, then president of the college, drafted a letter to the Board of Trustees and the administration outlining the reasons for a change in the college's name. According to the letter, St. Procopius College was entering a new phase of development, and it needed a new name to complement this phase. Before the letter was written, however, the trustees had already been considering the name change for several years. Their reasons included the difficulty in pronouncing and spelling the name, its antiquity, and the undesirable ethnic connotations of it. The school, proclaimed Father Roman and the board, was entering this new era, and it should be reflected in the name. A new, more modern name was in order.

Encouraged by the activities of the Board of Trustees, the Name Change Committee was formed late in 1969. This was the culmination of several years of discussion on the topic. The purposes of the Name Change Committee were to examine the alternatives and pros and cons of changing the name; to come up with an estimated cost of the alteration; and to propose suggestions for a new name. It was comprised of several members of the Board of Trustees, the administration, faculty, and several students (who

had a non-voting capacity), and was headed by Father Roman. It was to serve as an advisory board which would evaluate the various aspects of the situation, consider opinions, and come up with a definitive answer to the problem. They did. In a letter dated April 1970 which was sent out to all faculty, administrators, and staff, Father Roman outlined the already-mentioned reasons for a name change. In addition to this, the letter stated that while the committee had come up with as many reasons against the change as it had reasons for it, they still saw a change as a most feasible and desirable course of action.

The basic factors hindering the decision were the tradition attached to St. Procopius, adverse opinions regarding the name change, and cost. The latter appears to have been the one most regarded by the trustees when they were considering the question. To change the name would cost approximately \$30,000. Included in this cost were the change of stationery, the replacement of the Maple Avenue sign, and publicity. This aspect presented a problem, as the \$30,000, had to come from somewhere. Two alternatives were possible; a raise in the tuition for the students or donations from alumni. However, the latter could not be counted on to come up with any substantial amount of money, as many graduating seniors and alumni were violently opposed to the idea of a name change.

The name change was obviously opposed by the students at the college. An ad hoc committee was hastily organized. Unfortunately, it did little other than hold meetings at which adverse opinions were hotly exchanged. The small number of students present at these meetings indicated that while many students were opposed to the change, few were concerned enough to want to do anything about it. Residents of Kohlbeck Hall energetically erected five-foot-high letters in second and third floor windows which spelled STOP THE NAME CHANGE. But these amounted to little other than a token protest, and did not affect the final decision of the Name Change Committee.



course, it doesn't have to be all rah-rah, but on the other hand, it's no big deal to be totally critical, either. The trick is to criticize correctly so that it has effect. Negative criticism defeats its own purpose."

"I can't see floating through college without making some sort of a dent in it — it's selfish to say the least. We have to be concerned about each other — we're all leaders on this campus."

The bell in the hall was ringing again. A few more students grimaced as their heads once again throbbed painfully.

Father Dan thoughtfully replies to questions during interview with Gerry Leone.

There were other intangibles which would indicate that a change would not be beneficial to the school. St. Procopius was a name favorably established with a large number of Chicago area high schools, and also with the surrounding community to a certain extent. Also, the name had a solid foundation in the scientific world, through the work of the Shonka and Jurica brothers.

However, the Name Change Committee began their research with the basic assumption that the name had to be changed. St. Procopius, they argued, was an anachronistic perpetuation of Bohemian tradition. The college was founded in 1887 for students of Czechoslovak descent, it had an extremely limited purpose, and from 1901 until 1960 it graduated a total of 515 students, or about 10 students per year. Now with the expansion drive in recent years, a new name was in order — not an antiquated one which appeared to cater to the Bohemian community.

After the decision to change the name was made, a new name had to be found. Certain guidelines were established by the Name Change Committee. It had to be an indication of the Benedictine way of life and it had to be able to be assimilated into the mind of the people whom the change would affect. The proposed names included Lisle College, Benet College, and Benedictine College. The committee felt that 'Illinois Benedictine College' was an ideal name, because it included both the location of the school (the committee felt that this was a necessity with a small

college), and the connotations of the Benedictine way of life.

Thus, during the early part of the academic year 1970-71, the Name Change Committee drew up a letter which was sent out to all faculty, staff, and administrators who were not involved in the work. The letter outlined the pros and cons of the name change and announced the Committee's decision to put the matter to a vote by the Board of Trustees. The name change was subsequently passed by the Board, and went to the Abbey for a final vote on December 22, 1970, where it was approved by a wide margin.

It appears that the only element which was almost completely disregarded by the Committee was the adverse opinion of students, alumni, and even some faculty members. A poll taken by the **Procopian News** last year indicated that 95% of the students were opposed to the change, and many alumni threatened to withdraw their contributions if the name change went through. It did, and there have not, to date, been any signs of financial disaster or violent student dissent as a result.



WEEKENDS

On Friday afternoon, the herald of the forthcoming weekend, comes the time when all Procopians must sit down and make their weekly value judgment: to stay or not to stay. Looking out of a dormitory window, one can usually see the final outcome of some of the decisions as they form their procession of cars leaving the parking lots. The other decision is not all that noticeable.

The Friday evening meal will always be indicative of the general weekend population, and if there are going to be many worthwhile activities or not. After the meal, many students believe in playing grown-up, and have their very own cocktail parties, which can usually be found in one of the neighboring bars or (gasp!) in the dormitories. Of course, the bars only attract the potential jet-setters, who are twenty-one and over, and the dormitory drinking is found rather boring by many, because the lack of parietal hours prohibits the entrance of girls into mens' dormitories and boys into the women's dorm. Saturday during the day can always have something to offer. During the football season there is always the game for those who enjoy sports, or possibly one can write that term paper that seems to be creeping up, or finish that book which has to be read. There are also one's creative abilities to fall back upon, and this campus certainly allows enough physical space to employ them. Saturday night is largely a repeat of Friday, but there is occasionally some entertainment provided in the form of either a dance or maybe a performer at the coffeehouse, but some people just never seem to have the time to attend.

Sundays, also, are not totally devoid of life, yet there were definitely times when you couldn't prove anything of the sort. Why? Was St. Procopius College atypical in this respect, or is it the same at other colleges? Is it really necessary for so many people to leave on the weekends?

This is obviously not meant to say that there aren't any activities present on the campus — it's merely that there are very few students attending them (or at least, this has been the case in the past). The coffeehouse has never been given the attention it deserved before this year, the dances have always lost money, and there usually aren't enough students to make having movies

A lone Procopian catches the last train home, to seek peace and quiet away from the intoxicating night-life on campus.

*What to do on
Friday, Saturday, Sunday . . .
Let's . . .*

*What to do on
Friday, Saturday, Sunday . . .
Let's . . .*

What to do on . . .



worthwhile. The typical Procopian seems to become conditioned (if you will excuse the term) to these situations after he has been exposed to them for some length of time.

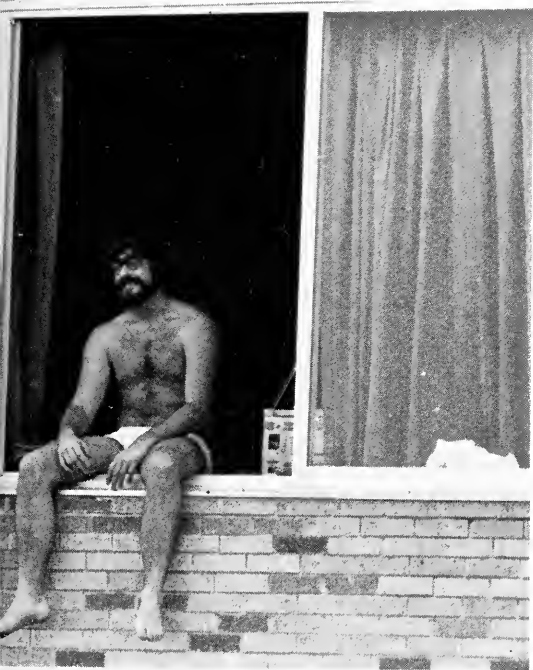
It would not only be too simplistic to say that the students of IBC don't wish to have a social life, it would also be false. When St. Procopius College started to expand, it was still an all-men's college. The need for a social life at a men's school can usually be remedied by the common interaction that regularly goes on in the dormitories (conversation, etc.), a few smokers and some dances, for the students tended to meet their respective girlfriends off-campus anyway. This atmosphere originated with the old attitudes of the school, and has been passed from class to class until today, where there are **still** remnants, even though the campus has gone coed. Most of the male population has come from Catholic, all-male high schools, and have brought many of the traditions along with them. The same goes for the female population. There are traditions that need to be changed, or else the individual, along with his educational institution, tends to stagnate.

Today, there should be a lot more to look forward to than just a lot of beer on weekends, but the co-operation of the student is necessary for any changes to occur. A college campus is not merely a place to eat, sleep, and go to classes — it is also a place to **live**. There is certainly no need to create a dichotomy of the campus vs. the social life, nor is it proper to consider the latter as an intrinsic part of the institution, for the extracurricular activities of this school are left entirely up to the students. The only part the administration plays in the students' non-academic life is the rather dubious one best termed as regulator of visitation hours. But that is another story.

Today, these attitudes **do** seem to be changing — there are signs of life. There seems to be a revamping of ideas and traditions, that brings improvement, that brings change. The students are starting to realize their own capabilities and responsibilities, and starting to put these potential talents to work. There is appearing new enthusiasm, and enthusiasm always has the tendency to become infectious.

Foolish traditions are quickly being thrown out the window, as is evidenced by the reaction of the freshman class to the obviously outdated form of orientation. There are some people who are willing to help these changes accelerate, as is seen by the drastic changes in the old coffeehouse, and now the Psychology department. There is a definite need for a student union, where the students can congregate and have a chance to see who actually goes to the school, but the budget can't really allow one for some time yet. This is the basic reason for the revamping of some of the older portions of the physical plant . . . it gives the students someplace to congregate. With a little more co-operation, and a lot more work, a new structure can actually be enacted for the weekends . . . right?







Left: Jim McGrath, sophomores' greased pig, fights off molesting contender. Above: John Los checks time as Barry O'Brien downs "Kool-aid". Right: The "slough-man" reincarnates himself in the body of Mike Kirchner. Below right: Freshmen prepare for their greased pole event. Below: Engines roaring and gearboxes grinding, radio-flyers scream out of a corner and jostle for position in the final stretch.





A week of traditional events drew often less than traditional response as IBC celebrated its fiftieth year of football. The "Roaring 20's — Scoring 70's" theme emphasized the nature of the celebration, but failed to set the mood (as they say) for the week's schedule of activities.

In competition for a fifty-dollar prize, the individual classes each planned events for one day. Monday afternoon, the freshmen opened the week with a greased-pole pillow-fight that attracted enthusiastic contestants but few spectators, and ended in disaster as the three-inch pipe broke at the joint. Bob Drozd suffered minor injuries, and enthusiasm for the event slackened off. The freshmen also sponsored a Kool-aid chug-a-lug that evening, featuring Boone's Farm Strawberry Kool-aid and a five dollar prize. Each contestant was awarded all the Kool-aid he could drink. A leg painting contest, attended by the predictable type of crowd, also took place in the gym.

The seniors staged the traditional race around Benedictine Hall. In the interests of economy and ecology, however, they substituted Radio-Flyers for real go-carts. A good crowd witnessed one flat tire and a few rolls as the four wagons bumped around the course. That evening, silent films were appropriately shown in SLC auditorium.

The sophomores' greased pig contest, due to a scarcity of greased pigs, relied on Jim McGrath, dressed as a girl. The object of the game was to remove his clothes. He managed to retain some vestige of modesty, as did the old Plymouth used for the car smash. The sledge hammer failed to damage the car enough to keep participants happy, so the event fizzled.

The ugly man contest was well-attended, but the contestants were few and substandard in comparison to previous years. The juniors succeeded, however, in staging a "Roaring Twenties Speakeasy" at the coffeehouse Thursday night. A capacity crowd heard Rob Bughman perform and watched a gangster skit.



Right: Homecoming crowd was entertained with music provided by the "Lines End" at Pheasant Run during the dance. Below right: Eagle Don Anastasi eludes Lakeland tackle at homecoming. Below: Queen Michelle Hayes grimaces at incomplete pass.



HOMECOMING DAY



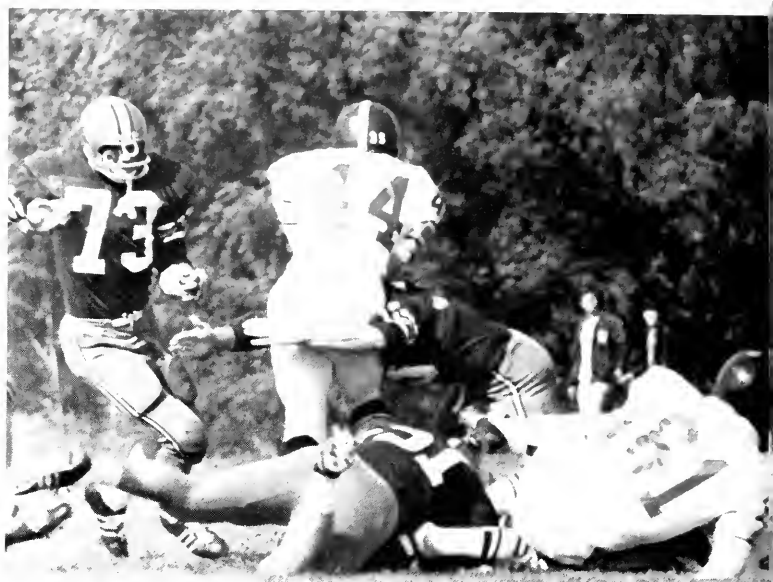
At a Friday night rock festival, the Lines End performed in the mall. Afterwards, an overflowing crowd gathered in the old cafeteria for an excellent performance by the Second City theater group. The traditional pep rally was also held that night, with the announcement of Homecoming Queen Michelle Hayes, and court; Cathy Fecenko, Rosemary Fuchs, Kathy Twadell, and Daretia Usselman.

Despite obscure grumblings about the price, over two hundred couples met the eight dollar ticket cost to attend the dance at Pheasant Run. The crowd simultaneously celebrated and forgot the Eagles' 17-6 victory over Lakeland. The bar did \$786 worth of business, and the dance broke into chaos when Fifth Street (not the traditional homecoming band) played "When the Saints Come Marching In" and paraded across several occupied tables.

The successful and sometimes wild weekend inappropriately climaxed a standard homecoming week. Despite pollution laws and some anti-traditionalist feelings, homecoming has survived another year.

Left: After the rock fest, members of Second City amused a capacity crowd of Procopians in the old caf with skits demonstrating the hypocrisy of people. Below: The crowd relaxes at halftime.





Eagles take district first with 8-1 record



Above: George Coyle tackles Lakeland halfback in end run. Far left: North Central defenders tense as quarterback Jerry Mahon calls signals. Above left: Eagle linebacker stops Lakeland offensive at 12 yard line. Far left: Coach Cavich follows the line of scrimmage to observe Eagle offense. Below: Don Huber blocks for halfback Bill Giannini.



Celebrating its fiftieth year of football, the 1971 IBC Eagles produced probably the finest team in the school's history. In his second year as coach, Tom Beck led the gridders to an eight win, one loss season and was named "Coach of the Year" in NAIA district 20.

The Eagles led their district with an average of 371.4 yards per game total offense while allowing only 166.8 yards per game on defense. Experience was the team's main asset, considering that nine seniors had been playing varsity ball since the end of their freshman year. It seemed appropriate in this year of the name change that the football team would undergo outstanding changes. For the first time in its history, IBC was ranked nationally in the NAIA division II, placing sixth. Another first was the placement of six players on the All-District team, including Bill Gianinni, Jules Eversgerd, Carl Janssens and co-captains Kevin Downs, Mark Walsh, and Don Sebestyen. Co-captain Jim Ratkovic received honorable mention. This year, IBC acquired 'independent' status, allowing it to compete against teams not in a conference, such as Kalamazoo College.

The Eagles opened the season with victories in their first three games, defeating the University of Dubuque, Concordia, and Milton, respectively. Gianinni starred in two of the games, scoring a total of five times. He also led the district in total points with 78 and in touchdowns with 12. Against Milton, sophomore Bob Elger displayed remarkable rushing ability as he amassed 101 yards and tallied three times. Elger finished the season with nine touchdowns and 58 points, second in the district to Gianinni.

Poor passing and two fumbles caused the Eagles to suffer their only setback of the season at the hands of Kalamazoo College. Although they led in offensive and defensive statistics, the Eagles had problems maintaining a drive. After smothering Northwestern College 42-14, IBC hosted Lakeland in its annual homecoming game. Seeking revenge for an 8 to 7 loss last year, the Eagles breezed past Lakeland 17-6.

After defeating Eureka and Illinois Colleges, the Eagles climaxed the season with a 55-8 romp over neighboring North Central College.

Highlighting the schedule was a post-season game against highly rated St. Joseph's College of Rensselaer, Indiana. Ten busloads of students and faculty witnessed the Knights of Columbus charity game as the Eagles suffered a heartbreaking 24-21 defeat. Ahead 21-7 in the third quarter, IBC saw its lead diminish quickly as the Pumas tallied twice. With the score tied 21-21 in the fourth quarter, St. Joe's ended the tight contest with a field goal.

With an overall record of eight wins and two losses, the Eagles finished with more victories than any team since 1925 and ended up in first place in NAIA District 20.



Above: An Eagle passes, just in time. Right: George Garganno talks with Wally Slezak while trying to rest in the locker room. Below: Sideline Eagles watch Kevin Downs begin his run.



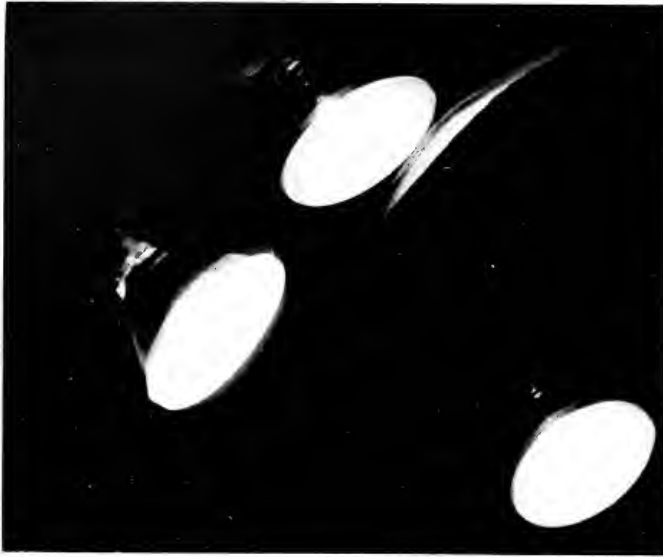
The 1971 Eagles



First row: G. Chamraz, S. Rechenmacher, A. Rodino, D. Gentile, L. Block, D. Coyle, B. Morgan, T. Condon, B. Gaugin, M. Burns. Second row: J. Eversgard, W. Slezak, T. Wirtz, G. Coyle, M. Walsh, K. Downs, J. Rakovic, D. Sebestyen, J. McMahon, B. Gianinni, R. Lenneman, T. Gamett. Third row: Head Coach T. Beck, C. Janssens, G. Bessada, G. Gargano, B. Williams, B. Elger, J. Danaher, J. Hall, P. George, K. Davis, M. Rogowski, T. Goggin.

Fourth row: Coach G. Murray, manager J. Rejack, J. Wisniewski, J. Fumagalli, B. Bruton, D. Huber, J. Krejci, J. Bailey, M. Essig, M. Gallagher, B. Conte, E. Lynch, Coach G. Cavich. Fifth row: Manager B. Carroll, D. Anastasi, T. McGuire, D. Augustine, M. LaCiglia, S. Leutger, B. Corely, B. Lepp, D. Varner, M. Ostrowski, J. Kula. Sixth row: S. Shields, M. Kazus, B. MacArney, T. Smith, E. Malmberg, J. Hoffman, R. Kimbrough, T. Wilson, B. Lamb.

Coffeehouse undergoes general face-lifting



... and we also have a coffeehouse. But there's no coffee — there isn't supposed to be. And it's not a coffeehouse, really — it's the Tabard.

With the new name of the college came a new president, a new magazine, a changed newspaper, and a new coffeehouse. Where there were once ugly blue walls are now ugly orange walls with ugly gray mortar. But they do look better than the ugly blue walls. Besides the orange walls and gray mortar, there are also black ceilings, wooden chandeliers, metal lamps, and rough hewn wood doors. In total, the face-lifting job done on the basement floor of the Old Science Building has created an entirely new atmosphere, and a totally favorable one at that.

"The basic idea in the transition," began the Tabard's general manager George Sessa, "was to supply an atmosphere that will bring students down to the Tabard, give them the feeling of informality and get them away from the scholastic environment of the college."

The changes in the one-time coffeehouse took place during the latter half of October, and are not yet completed. But when dealing with an idea as encompassing as the Tabard, will they ever reach completion? There are plans for a Saga Foods-run snack bar, plans for floor tile, plans for a P.A. system. But these changes require time and money, both of which are very scarce at the present. The Tabard, financed by Student Government, only managed to realize the existing changes with the financial assistance of outside sources.

Sessa added, "I was really happy to see the type of co-operation we were getting, and still are getting from people like those in the Business Office and the Bookstore. When you get into something like this where you're spending a lot of money, any amount, no matter how small, is a big help, and we were getting a lot of help."

The physical changes were not the only ones to take place in the Tabard for there were changes in



Above: Weekend students at the coffeehouse seek diversion by discussing metaphysics and other enlightening subjects. Right: Rory Jaros and Brian Stankus offer their carpentry skills to help remodel the coffeehouse.



becomes "The Tabard"

attitude as well. As Entertainment Manager Gerry Leone pointed out, "We want to get away from the idea of a coffeehouse per se. Of course we'll have the usual type of entertainment down there, but I'm trying to book talent that encompasses all aspects of musical tastes. And on the week nights when there aren't regularly scheduled events, we'll have records playing. I want to provide the place for students to go to that they've been looking for and couldn't find previously on this campus. Idealistically speaking, I'd like to see the Tabard filled to capacity seven nights a week."

In reality, there have been activities in the Tabard every weekend since Leone and Sessa took over, most of which have been well-attended. October 29, the Tabard's opening night which featured the Rich Crandall Trio, attracted well over 150 students.

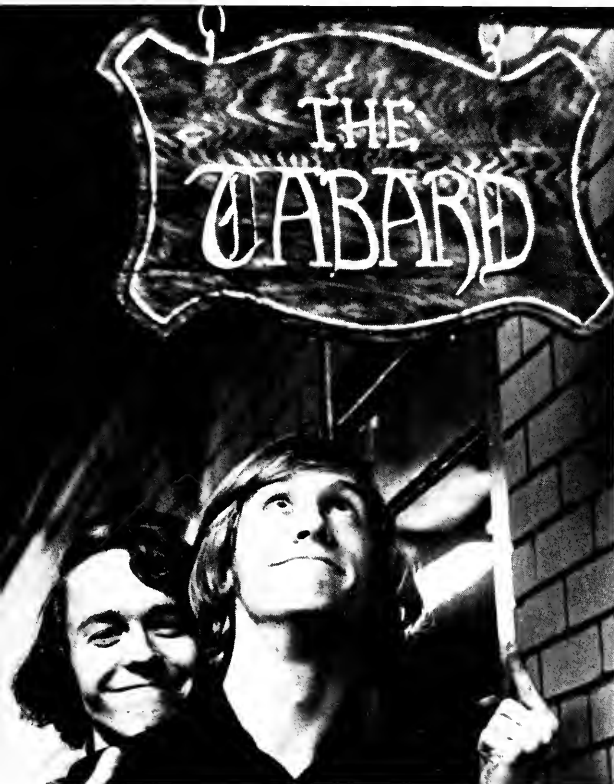
"But even more gratifying," Leone continued, "is to see the students come down there during the week to talk, play the guitar, or whatever. It's great to see the Tabard change from an occasional meeting place to a regular gathering place."

But the real worth of the Tabard is something that only students' attitudes can decide. Whether they make use of what it has to offer will determine the success of the changes made there.

In closing, George and Gerry had this to say: "We'd like to extend a big thanks to everyone who helped us with the painting, carpentry, and entertaining. It makes our jobs a lot easier when there's people on hand, enthusiastic people, who are really interested enough to do something for the school."



Above: The Rich Crandall Trio presents their instrumental talents to the opening night crowd at the Tabard. Below: The work is completed. All that is needed now is the people. The Tabard waits in anticipation of the opening night crowd. Left: The new managers of the Tabard, Gerry Leone and George Sessa beam with pride at the finishing touches.





Above: Mommy (Linda Polach) and Daddy (Matt Kramer) invite Mrs. Barker (Cindy Villis) to make herself at home. Top: Cindy Ianno narrates as Collette Bertrand pantomimes scene. Above right: Grandma (Melodie Talaga) displays pleasure at Young Man's (Curt Lorenz) body. Below right: As **An American Dream** closes, the entire family is "satisfied". Below: Grandma uses her charms to get reassurance of Daddy's love.



Readers Theatre attracts continued enthusiasm

The Readers' Theatre was perfected as an art form many years ago by three professors at Northwestern University. Eight years elapsed before it was discovered by St. Procopius. Last year, an interested group of English students approached Mrs. Jean Smith and Mr. James Clark, instructors in that field, and asked if it would be possible to conduct a readers' theater on campus. The purpose of this was twofold; to give talented students the opportunity to perform before an audience, and to expose both the performers and the audience to a new type of play — that is, avant-garde drama.

This year, owing to the enthusiastic student response to last year's plays, **The Bald Soprano** and **The Happy Journey**, the Readers' Theater presented its first program of the year on November 4, 5, 11, and 12. The two plays featured were Edward Albee's **An American Dream** and Tennessee Williams' **Talk to Me Like the Rain**. This year's audience, as last year's, proved to be enthusiastic: according to James Clark, director of the group, "Readers' Theater gained a good reputation among the students who viewed it and also demonstrated that the Procopian can handle other forms of literary expression than light comedy." An attendance of over 200 people for the four combined performances, many returning a second or third time, supported his statement.

Open auditions for Readers' Theater were held in the beginning of the year, following the introductory meeting, which was attended by about twenty people. Different plays which could be presented were discussed, but Mr. Clark chose **An American Dream** and **Talk to Me Like the Rain** because he wanted the

greatest possible number of students involved. He feels that "the community productions held at Sacred Heart are geared more to the community rather than the students here, so there isn't much opportunity for campus talent to be noticed. A great number of plays were considered, but we settled on those two because they involved more students." At the tryouts, the casts for the two plays were narrowed down to a total of eight people; Melodie Talaga, Linda Polach, Curt Lorenz, Cindy Villis, and Matt Kramer for **An American Dream**, and Collette Bertrand, Dan Evans, and Cindy Ianno for **Talk to Me Like the Rain**. After six weeks of almost nightly rehearsals, the plays were presented at the Tabard in Procopius Hall.

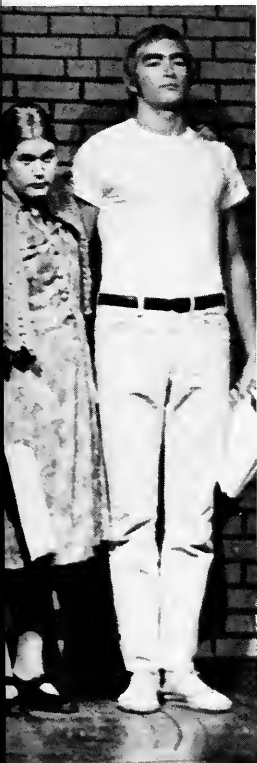
To date, rehearsals for the Christmas program,



Dan Evans attempts to rekindle Collette Bertrand's affection.

which will include Truman Capote's short story, **A Christmas Memory** plus several seasonal readings, have just gotten under way. Also to be anticipated during second semester are **Lysistrada** by Aristophanes, excerpts from Salinger's **Catcher in the Rye**, and possibly several short, documentary-type dramas.

On November 18, freshmen Debbie Usselman and Cindy Winking, and senior Brother Julian Duerbeck, under the direction of Mrs. Smith, journeyed to Bradley University in Peoria to participate in a nationwide forensics contest. They competed in the oral interpretation category against over 100 other students.



Regular issues, new features improve paper

After seven years of searching, IBC's student newspaper has found a cure for its chronic communicational constipation.

According to editor Jim Kovarik, "The main problem in the past has been people. A lack of continued interest. We seem to have solved the problem by instilling a sense of vital importance to the newspaper and creating an impetus to write. The feeling of importance comes from having continuous assignments and the impetus is in actually seeing the work published regularly."

With the school's name change, the paper also required a name change. The problem was to find a relevant name, and the staff was on the verge of desperation when someone cried, "This f****!" Using word association another person came up with "flux". On careful consideration, the name seemed appropriate to the theme, and was adopted by the staff.

The proper sequence to obtain approval would have been; advisor to publications board to administrative council to the President to voting. Because the paper had not yet been assigned an advisor, and therefore had already missed the first step, the editor decided to cut the red tape. After the fourth issue, however, at the suggestion of Walter Block, the name was properly submitted and approved.

The newspaper now needed an advisor. The staff, which consisted of two or three people at the time, was asked for suggestions. They submitted three

names. Jon Nilson was asked because he had criticized the paper the previous year. He accepted.

At first little worth was seen in having an advisor but now Jim Kovarik finds it a definite advantage. The two work well together and therefore are able to accomplish a lot. Mr. Nilson's main job is to see that the paper is not libelous, but he also adds creativity and helps judge content and writing.

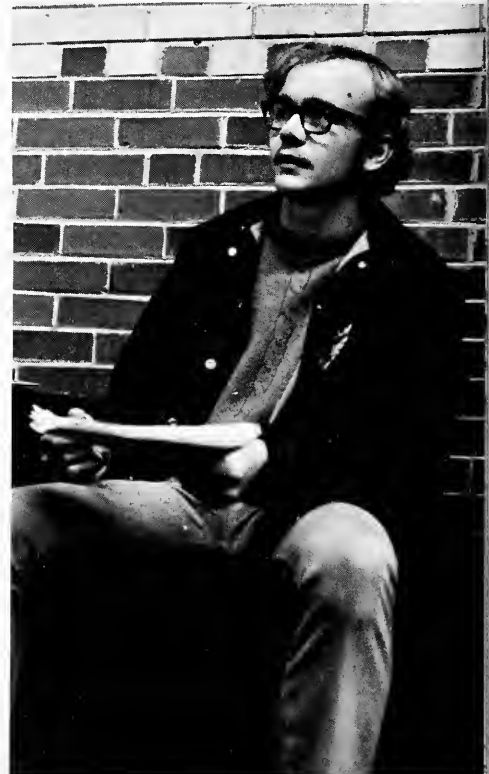
The influence and popularity of the paper have not yet grown to what Kovarik feels they should be. "With regularity and some innovations (more pages, regular columns, and factual reporting) the paper is gaining influence."

It is also his personal feeling that "it takes a mountain to move Procopians." Popularity can be taken two ways; like/dislike or effectiveness/ineffectiveness. If taken by the first interpretation, the paper is popular. The students seem pleased with it and generally like it. But Kovarik feels that if taken by the second interpretation, the paper is very ineffective. "People read it but then just put it down. If they have a gripe or disagree they might tell me, but the editor is not the newspaper." Kovarik would like to see people use the paper to express their opinions.

The Staff is made up of interested people. What they need now is organization. According to Kovarik "the prime effort of any leader is to make sure that what he starts keeps going. As of November 15, if I would leave, I would fear for the paper and consider myself a poor leader." He is primarily working towards this organization with the underclassmen so that the paper will continue.



Above: Editor Jim Kovarik and R.J. Lifka edit the poetry page. Right: Associate editor Dan DeBoo finishes proofreading editorial.



From the editors' desk

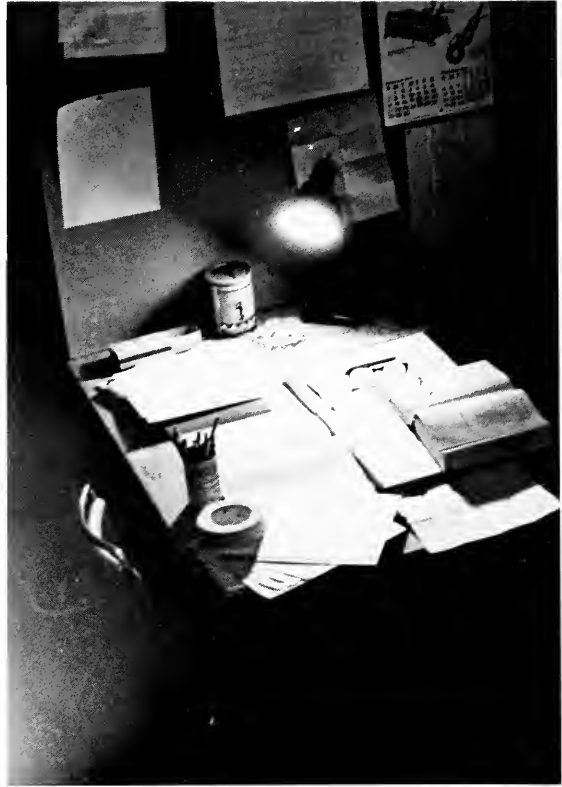
You've probably caught on, by now, to what we're talking about.

For most publications, the first problem, and the biggest time-waster, is choosing a theme. A theme is a unifying idea, a central focus for everything in the publication, and it's not always easy to get football and a college president's philosophy in the same focus. Some editors have found it so difficult, in fact, that they have substituted anti-theme for theme. It's easy, it's fun, and almost every editor has been tempted at one time or another. The temptation never even struck us. It's not that we're better than other editors — it's just that the theme slapped us in the face. You might've felt it too.

A new name. "St. Procopius College" is dead. So it goes. St. Procopius College lives, under a new name. In this case, as is often true, change was uncomfortable. Many found the loss of such a tradition hard to accept, but what, really, is in a name? A new leader. New ideas, a fresh outlook, more change. A new newspaper. Flux . . . need we say more? A new group of students. New faces, more new ideas, more fresh outlooks. And a new publication to perceive, record, and relate it all.

What we're talking about is change. It was obvious, because it's so widespread. A new name, a new president, a new newspaper, a new group of students, a new publication, a new . . . what? . . . really, what?

While changing, while in flux, while in a state of chrysalis, the question can't be answered. All we can do is guess, and we can only guess from what we see, and what we see is a whole new attitude . . . a whole new . . . shall we call it . . . spirit?



YOU MUST WAIT HERE FOR
2 TURNS

THEN RETURN TO STATION 7

1. ANY NUMBER CAN PLAY
2. USE ONE DIE
3. EACH PERSON USES A TOKEN
4. EVERYTHING ELSE IS SELF-EXPLANATORY (UNLIKE REAL REGISTRATION)

START -
GET YOUR PAPER
READY

STATION 7

PRE-POLL SHEET ... FORGET THE WHOLE THING!	HAND IN YOUR PRE-POLL SHEET
--------------------------------------------------	-----------------------------------

WHAT EVER
YOU'VE GOT
LEFT...
MOVE AHEAD 2

WITH THAT'S ANOTHER
GAME !!

WANT 1 TURN

STATICS

AY THEOLOGY
I SAY HUH?
INDSL? EOG?
ISSC?

DEFERRED LOAN

FEINSTEIN
BACK 3 SPACES
STREAK U
COPES...
RENTS OUT

THE TUITION
MONSTER ATE
MY BANK ACCOUNT.
GO BACKES
S PAKES

CHECK LOST
IN MAIL...
SEE
TREASURER

GIRL BEHIND
YOU IN LINE
FAINTS FROM
HEATSTROKE
WAIT I TURN

NO, I DON'T
WANT A
TELEPHONE,
SIR."

UNPAID
FINES, AND
SO ON (AND ON)
SEE TREASURER

IF YOU HAVEN'T
BEEN THE
TREASURER YET,
DO IT NOW...
AT LEAST YOU'LL
SHOW EVERYONE
DOWN.

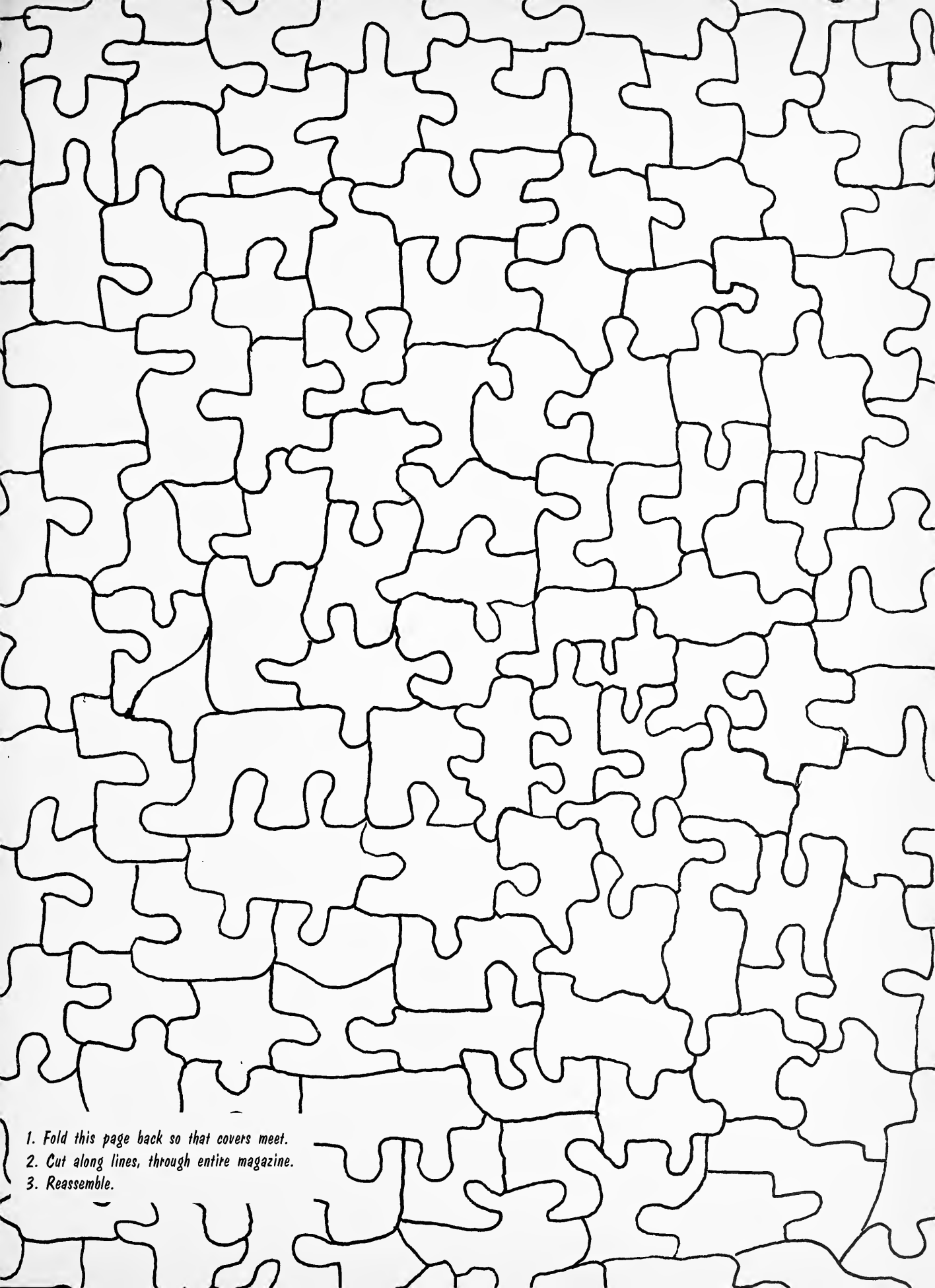
NOTICE :

IF YOU SHOULD SOMEHOW MANAGE TO
WIN THIS GAME, AND IF YOU ARE
STILL CAPABLE OF WIELDING A PENCIL,
SEND A SELF-ADDRESSED, STAMPED
ENVELOPE TO BOX 3000, FRUST, IDAHO
(82849) AND RELIEVE, FREE, A BIG
SMILE FROM DEAN DE GRAFF.

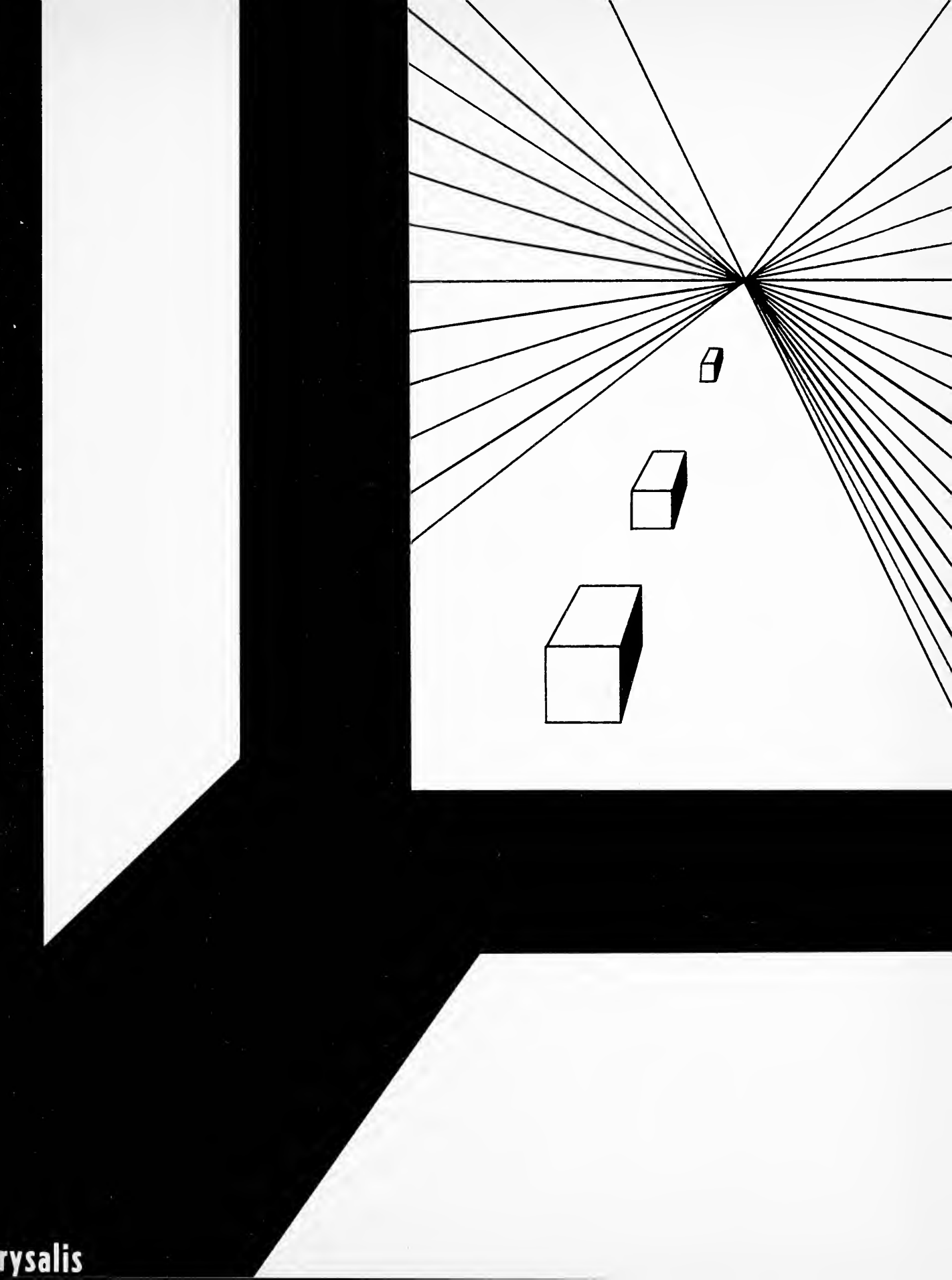
GAME

TREASURER'S OFFICE
YOU MUST WAIT HERE FOR
3 TURNS
THEN RETURN TO STATION 6

CONCEPT/ART: P. FITZGERALD



1. Fold this page back so that covers meet.
2. Cut along lines, through entire magazine.
3. Reassemble.



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by Caleb Shucks

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or, Fall of the Boot

Gemeinschaft
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Editorial Essay

Autograph Page
self-explanatory

The EAGLE, Vol. 26, No. 2, June, 1972

STAFF: *Co-editors* — Jack Jubala, Nick Claus. *Secretary, writer* — Geri Labuz. *Academia coordinator, writer* — Jo Slajchert. *Writers* — Gerry Leone, Cindy Villis, Chris Schimandle, Ruth Chlup. *Interviewers* — Gary Lazich, Cindy Pilarski, Barry Moser, Bob Lorentz. *Faculty Adviser* — Mike McCloskey.

SPECIAL THANKS TO: Fr. Mike, for advice and criticism; Fr. Luke, for excellent darkroom service; and, Mr. Czerak, for the use of certain photographs.

COVER ART: "The Vanishing Village Idiot" *by* Bruce Styler

About *Chrysalis* —

About three months ago and about one month late, about 950 copies of *Chrysalis* began circulating about campus. Since then, the editors and staff have received about 950 comments and about no worthwhile evaluation of the first issue.

This is not to say that those 950 comments were entirely worthless. It feels good to hear someone you hardly know say, "Congratulations. That magazine is really good." It also feels good to hear someone say, "That magazine was really poor," and then fail to give one good reason for his opinion. Yes, it feels good, but how important are the editors' feelings? The editors feel that the editors' feelings stand about forty-eighth on a list of forty-nine priorities, followed only by the staff's feelings. (At this point, the reader might expect the editors to elaborate on their duty to serve the student body, and on how difficult this is without a reasonable amount of response and help.)

The editors feel that it is their duty to serve the student body, and that this is difficult without a reasonable amount of response and help. Response, be it favorable or not, could indicate what is expected and desired in the magazine. Ideally, critical response would be in the form of a letter, to allow careful evaluation of the ideas. A letter is also favorable because the editors could correct a problem or follow a suggestion, and print the letter in the same issue, to show how eager they are to serve the student body.

Help can also be very helpful. It is fun to produce a magazine with a core staff of (sometimes) six people, but it would be a lot more fun if those six people could drop all their courses and be given free room and board. It would also be a lot more fun (and practical) if more people would show some interest in writing, photography, typing, or just coming up to the office and helping the staff avoid total insanity.

The address of the *Chrysalis* office is the *Chrysalis* office.

Oh, by the way. Surprise. Here it is again.

An absurd (great) amount of work by an absurd (small) number of people went into producing this issue. (This letter is being written at four o'clock on a Monday morning.) Much to our absurd delight, however, it was delightful, and we plan to continue doing it.

Now, concerning the contents of this particular issue, you may notice the lack of coverage of sports, BSA, SG, etc. If you're about to become upset, don't. You'll find all this, and more, in the next issue (which will be distributed as the *Eagle* has been in the past). For the moment, just concern yourself with this issue.

Nick Claus

Jack Jubala

Nick Claus
Jack Jubala
Eagle Co-editors

Howdy. My name is Caleb Shucks, 'n' I came here to Illinois Benedictine College as a transfer student from The Geology School at the University o' Hell's Canyon. UHC is located on the banks o' the Snake River, about 20 miles from either end o' Hell's Canyon, 'n' about 7000 feet below whatever is about 7000 feet above. Now, I liked the curriculum, 'n' the environment was definitely conducive to an intellectual atmosphere, as they say, but there was one thing troublin' me. You see, my room in the dormitory was situated on the border between Idaho and Oregon. As a matter o' fact, when I went to bed at night, my head was in Idaho and my feet were in Oregon. Now this got to be confusin' to the point where I was never quite certain just where my head was at (or my feet, fer that matter), so I started prospectin' fer a new college.

I'd been thinkin' about St. Procopius, but I could never pronounce that name. Then they changed it to Illionois Benedictine, 'n' I thought, now there's a school that really knows where it's at. So I changed my major, applied, and got accepted.

When it came time to leave, they had a little trouble backin' the Greyhound Bus down into the canyon, but aside from that, the 16 day trip wasn't bad. Upon arrival at Chicago, the first thing I came upon was the Greyhound Bus Depot, but I'd rather not go into that.

Anyhow, the reason fer which I'm writin' this is to describe the dorms here at IBC. The editors of this here magazine wanted the opinions of an outsider, but they also mentioned I should keep it short, so from here on in I'll get down to business.

Dorm-wise, the first place they stuck me in was this long, skinny building called Kohlbeck Hall, with these funny lookin' lightnin' rods up on the roof. My room was on the third floor, and when I first walked into the corridor, I thought I was fallin' sideways down a mine shaft. Take a look at picture 1 and you'll see what I mean. But I got used to that pretty quick, and toted my bedroll on down to room 331, which was about thirty feet beyond the north end of the hall. My roommate was there (picture 2), in a manner o' speakin', 'n' I said howdy, but right about then his bed slid back into the bolster 'n spilled 'im on the floor, and that put an end to the conversation.

Well, it was gettin' along towards lunchtime, so I picked up my roommate 'n we headed out toward the cafeteria. Now, the cafeteria was pretty nice, but that meal they gave me was the strangest lookin' heap o' food I ever saw. I even got out my Brownie 'n took a snapshot (picture 3). The meal was strange, indeed, but nothin' compared to what it did to me. Picture 4 shows how I spent that evenin'.



1.





3.

2.

4.



Things went along fine for a few weeks, but I began to get tired of the room, so I commenced to movin' the furniture 'round. Those beds musta weighed 250 pounds, but they warn't nothin' compared to the desks. I got ta tuggin' an' tuggin' on one o' them, and it just wouldn't budge. So I gave it a good, hard pull, and it came, but so did a mess o' bricks right outta the wall.

I figgered I wouldn't be wanted there much longer, so I had me transferred on over to that Jaeger Hall. The name struck me as out o' the ordinary, but I quickly fergot about that. The first person I met there was this hall director they called "Bro" Columban (picture 1). I quickly took a likin' to him, although I couldn't figger why he kept sayin' he felt sorry for me. I mean, I couldn't see what was wrong with livin' in a freshman dorm.

Someone told me about this lounge, 'n' I took that as meanin' a study lounge. So I went down there to do some studyin' that night, 'n' I got to wonderin' why the place seemed so unpopular. (Take a look at picture 2). I found out soon enough, however, 'n' I took picture 3 to show the reason fer that God-awful racket. But it turned out that was no study lounge, anyhow, 'n' they say it used to be popular, before they changed the rules about visitin' in the dorms.

Gittin' back to why Bro felt sorry for me, I found out. Picture 4 shows one 'o the more popular activities on third floor, although you can also play baseball in the corridor, spray shaving cream on various walls 'n' people, or just sit in your room 'n' make noise. Oh, there were some guys in the dorm who actually found time to study, but they were so few and far between you'd have to have an eagle's eye to spot 'em. (Picture 5)

I tolerated the situation, until the night some o' the guys got drunk and squirted some lighter fluid under my door. This wasn't really so bad, until they lit it. So I walked through the door, dusted it off o' me, and trecked straight on over to Neuzil. Didn't even bother to get a transfer this time.

Neuzil was the only dorm left, so I figgered I better make the best of it. That didn't turn out to be so hard. In fact I sorta took a likin' to the place. They even had soft floors, which kind o' felt good on my burned feet. Another thing I noticed was that the shaving cream stayed on the face, instead o' the walls (note my buddy in picture 6). The private johns were nice, too, but some people didn't keep theirs too clean, and the sinks would get to lookin' like the walls o' Hell's Canyon. I also had a few surprises when the toilet paper ran out, didn't realize that you had to get more from the R.A. (Guess that wouldn't be too bad a job, handin' out toilet paper all day).



1.



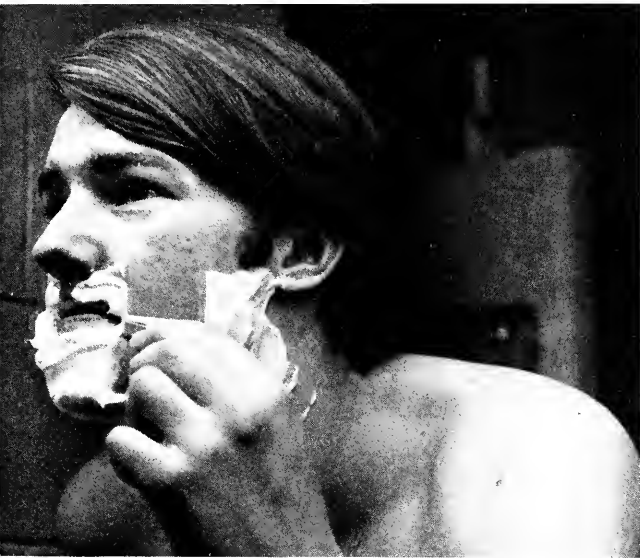
3.





7.

4.



2.



Most of the parties, and there were plenty of 'em, were a lot o' fun, but I found I had a hard time gettin' back to my room afterwards — all them doors got to lookin' alike (picture 7 on previous page). In fact one night I stumbled into the wrong one. First I thought it was just another party, but this dude walked up to me 'n' told me I'd get fined if I didn't leave. So I left. But all in all, Neuzil was the best I'd seen.

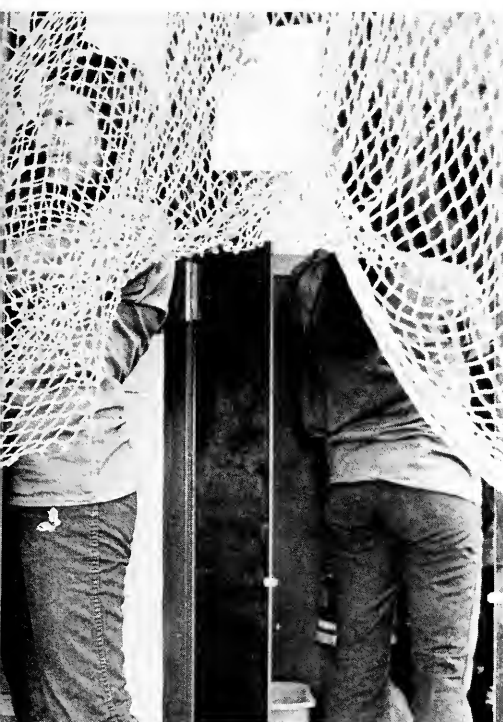
The only dorm I didn't try out was that one they stuck way down south by the slough for some reason. Ondrak was the name, gals was the game. 'N since I could never get myself moved in there, I'll have to talk about that from the viewpoint of a visitor, which I was, as often as possible. The first time I was even there was when I was out for a long walk one Sunday, and I decided to go in 'n see if it was really part of the campus. Now I've never been lost in my life, but those hallways were as bewilderin' as the Carlsbad Caverns. Lookin' fer a way back out I began openin' doors, and the first one I tried was the wrong one (picture 1), but I began to get the impression that this was the legendary Ondrak Hall. Now there ain't much I can do to compare Ondrak with the rest of the dorms. I could point out it's as modern as Neuzil, and generally cleaner than any of the others, but I couldn't tell you much about the jakes, 'cept that I hear them gals occasionally form a chorus line there in the middle of the night. Must be quite a sight, though I never got invited. I gotta say though, most o' the scenery I did come across was worth lookin' at (pictures 2 - 5).

Well, I made the rounds of all the dorms now, and I've already written more 'n' the editors wanted. I s'pose I oughta come to some sort o' conclusion, but you can imagine how hard that'd be fer a fellow who never lasted more than a month at any one place here. But I can say one thing by way o' comparison to Hell's Canyon — out here you're about 7000 feet above whatever's about 7000 feet below.



4.





1.

Dear Editors,

I'm writing this letter because me and all the other girls here at Ondrak are scared. When we first moved in, this place seemed pretty nice, and I guess it still does *seem* pretty nice, but don't you believe it, because you can't judge a book by its cover, and I swear this dorm is sliding into the slough.

Oh, I guess we always have had our little problems, like when I first moved into my room on the third floor (that was first semester last year) and I was afraid to go to sleep because some wires were hanging out of this hole in the wall right above my head. But after a few days I woke up one afternoon and there was this man with a hard hat on his head and beer on his breath and, oh, I couldn't even tell you what his hand was on, but he was fixing the wires so I didn't scream or anything. Then I moved down to second floor, and that was just fine because there were some real nice girls there and I could always find someone to drink with. That was just fine until the wall started cracking and it started getting colder in my room and I started wondering why the wall was cracking and how much wider the crack would get. Before I could figure it out, the school year was over and I went home.

Well, last semester I got back and they had me in a room on first floor, the side where it faces the slough. Every once in a while I would look out my window and there would be this man, out by the slough with one of those surveyor things, and at first I thought he was looking in my window through the little telescope so I used to wave a lot and leave my drapes open when I was getting dressed in the morning. Then one day I decided to go out and talk to him because he seemed so lonely, and it turned out he wasn't really a peeping tom but a real surveyor, and he was trying to find out how long it would be before the whole dorm fell into the slough.

Well, of course I didn't believe him at first because he really did seem like the peeping tom type, but then I started thinking about that crack in the wall and how now that I was on the first floor the mud that was oozing in along the bottom of my wall kept getting deeper and smellier every day and at night sometimes I could hear this gurgling sound like there was a spring right there under my room and oh, gosh, did I get scared then.

So that weekend I told my boyfriend all about it and he laughed at first but then he got real serious, and he said there were all kinds of things we could do. We could buy a hundred army surplus rubber life rafts and strap them all around the outside of the building so it wouldn't sink, or we could get one of those big helicopters that can carry a house and use it to hold up the whole dorm, or he said something about a skyhook but I still haven't figured out what that is. So I went to see Mr. Fieldstack and then Mr. Block and then Mr. Banaszac and then Fr. Michael, and they all told me the person to see was the nurse, so I went to the nurse and her office was closed because there was a holiday coming up.

So that's why I wrote this letter to you, because I knew that you would be concerned enough to let the public know about this problem and if there's anything I can ever do to repay you, *anything*, just let me know.

Love and kisses

ACADEMIA



Chrysalis presents, in this section, a short, semi-comprehensive, and worthwhile look at the academic situation at I.B.C. Short, because one must draw a line between magazine articles and volumes. Semi-comprehensive, because true comprehension means all-inclusion, and all-inclusion means volumes. And worthwhile, because it is.

This is not intended for the use of Mr. Czerak in public relations, or for the use of Mr. Dyba in recruiting, though it may serve their purposes. It is not intended for use in lining waste-baskets, because it won't serve that purpose. It is not intended for recollection, in future years, of those dear old college days, because it isn't.

The purpose of this collection of articles is to present some facts and opinions on each of the academic departments in the school. The material is based on interviews with faculty and students within the departments. (The department structure is used because everyone thinks in departments.) Emphasis is placed on things that are changing and things that need changing, but people, unfortunately, seem to enjoy talking about things that are changing, as you may notice. You may also notice that ever quote from a faculty member is identified, while none of the student quotes are. So many of the students interviewed were reluctant to be quoted, that the situation became awkward, and we decided to leave all of them un-identified, and many of them un-quoted.

Dr. R.K. Leeman

— on the grading system

"Our grading system is the traditional grading system in American education. I feel that its lost touch with the real task of teaching, learning, and evaluating student performance."

Clarifying his subject, Dr. Leeman continued, "I am talking, here, not only about the letter grading system — A down through F — but more so the quality-point and grade-point-average system tied in with the letter grade system. It has resulted in an overemphasis on achieving quality points for education, rather than achieving genuine learning. Similarly, for the teacher, a beautiful bell curve in your grade spread is emphasized over seeing that your students have received a genuine learning impact, which can somehow be evaluated in terms of what change the student has really undergone as a result of your course, or your program, or your major."

"The other thing that we notice about this grading system is that it tends to emphasize penalty more than it does reward. Granted that A's and B's, let's say, are a reward system; but by including your F and your D grade (which is, for all practical purposes, a failure grade) it tends, in my view and that of many scholars, to discourage the student who isn't able to get through a course. It penalizes him for some difficulties or disadvantages that perhaps he has had no control over, and can probably be built into psychological blocks in going through his program."

"Why should we do it that way? Why not emphasize his positive achievements by giving him credit for the courses he passes, and perhaps keeping a record of the courses he attempts but fails in, but not building the result of those courses into his transcript record?"

Asked what he would propose in the place of the present system, Dr. Leeman recommended "... a pass, pass with honors system — two grades. Or, as some schools call it, credit, non-credit. You get credit, simply, not even a "pass" or a "pass with honors". Just credit for the course you succeed in and no credit for the course you don't succeed in. So your progress in college is measured in terms of whether you succeed in courses."

"We've recently taken a very tiny step in a new direction, and I must emphasize that it's very tiny, and may not lead to anything else. The department chairmen voted to drop the "withdrawal, failure" grade so that now we will either have "withdrawal" or the other letter grades. Also, the student will have until after the midterms to withdraw from a course."

Confronted with the opposed view that such a system can, in many cases, lessen a student's initiative. Dr. Leeman presented his "... simple view — some people would say simplistic and naive. My view



is that a college student is an adult. If he has never been given responsibility before, he should be given it in college, and this means taking responsibility for the consequences of what he does or doesn't do in college. If he goes to courses and there aren't great penalties attached, and he doesn't work, he's not going to succeed in the course. He's not going to get credit. He's not going to progress toward a degree. Now that's a pretty drastic consequence, when you think of it. He's going to be forced, sooner or later, to make a decision about whether he's getting anywhere in college; whether it's worth it or his parents' money, or government money to go this way. However, my proposal doesn't necessarily exclude some probation and dismissal policy. For example, you might say that a student would have to succeed in so many courses in a given period of time in order to stay in college. I don't think it would be fair to a student to keep him on for four, six, or eight semesters when he's not passing any courses. You're just taking his money. And you're kidding yourself. I think he should be asked to leave, or put in a position of having to make the decision of whether he should stay or leave. We'd say, 'you'd better get out, and look back at college from a different perspective to decide what you're here for.'"

One of the most unpopular subjects at IBC is theology. Yet, in order to obtain a degree, each student must have six hours, or three courses, in the discipline. But why is theology so unpopular?

"I have nothing against the teachers personally. I just don't happen to like taking it. They don't present a true picture of theology, but instead, most of the courses deal with the Catholic religion. It gets boring after a while," commented one student. Another added, along the same lines, "I'm a Presbyterian by birth, and I really don't see why I have to take religion courses which are oriented towards the Catholic faith. They say that we chose Catholic college, we should accept the requirements. Well, I didn't come here for the theology department."

Fr. Philip Timko, chairman of the department, sees things differently. "We're not teaching religion here, we are attempting to teach theology. They are two entirely different things. We encourage the students to be free thinkers, to express their own views, but only after they have read the views of other people."

Jon Nilson also took a defensive attitude toward the department. "The way my courses are set up, there is plenty of room for discussion. I am not teaching absolute dogmas, but rather, I am presenting opinions which anyone is free to disagree with. I think of my classes as being more philosophy-oriented than anything else."

Most students, when asked their basic complaint about the department, started off, "Well, for one thing, it's required . . ." It could conceivably be that everyone on campus has a freedom-of-choice complex. Or maybe one could begin to find the cause for the unpopularity of theology through an examination of the general academic attitude on campus. To quote Fr. Phil once more, "My courses are designed so that the student gets out of them what he puts into them."

theology



FR. PHILIP TIMKO, OSB
"encourage the students to be free thinkers"



MR. JON NILSON
"more philosophy-oriented than anything else"

philosophy

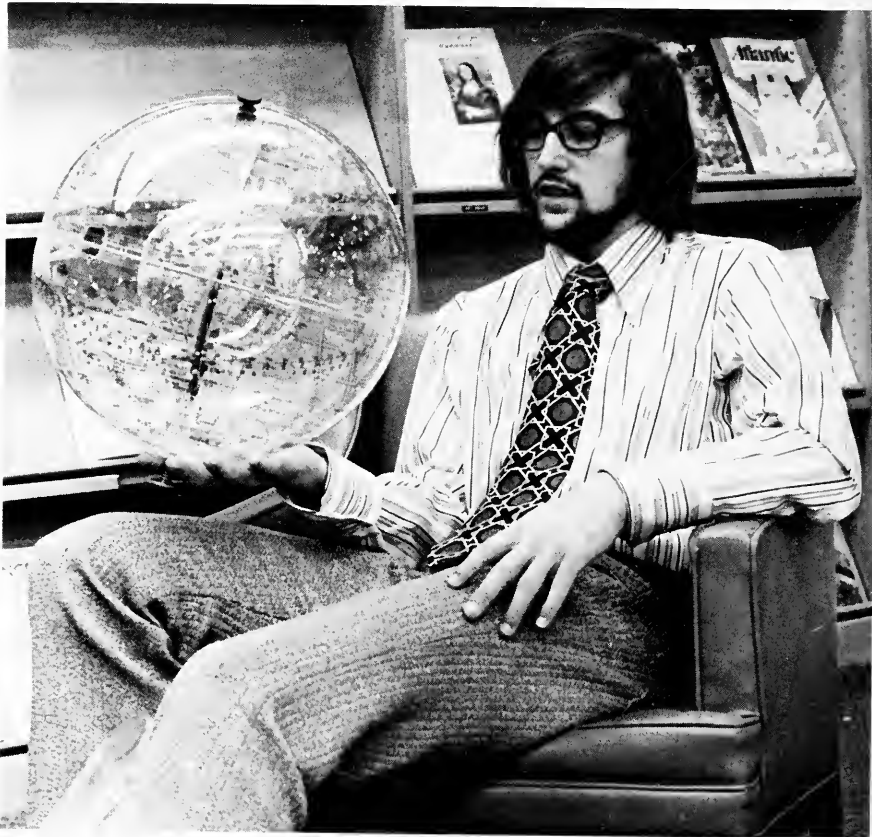


FR. VIRGIL TRELO, OSB
not just theology in disguise

Philosophy has often been lumped with theology — it has been accused of being theology in disguise. However, while theology is taking a philosophical approach to many of its courses, the opposite, according to department chairman Fr. Virgil Trelo, is not true. "In the Philosophy department, we are trying to present integrated views representing all faiths. For example, consider Dr. Fauser's ethics class. It takes in everything from nihilism to existentialism. I don't think you could call this taking a Catholic approach to philosophy."

Some of the courses are not even belief-oriented. An example of this would be Dr. Bernard Toussaint's logic class, which, as he stated, "is more of a glorified mathematics course. We are offering it in the department so that our students can develop a logical pattern of thinking. It is not aimed at philosophy students — in fact, most of the students taking it are social science majors."

Dr. Patricia Fauser is the third member of the department, mainly known for her ethics classes. "My basic objective in that particular course is to get students to think and reason in an ethical manner." This semester, she instituted a new course, Political and Social Ethics, in conjunction with one of



DR. PATRICIA FAUSER
"more than just another required course"

the junior political science majors. "Political science is the only major, with the exception of philosophy, which requires ethics for the degree. It wouldn't be fair to the political science majors to make them study the same type of material which other people, who have more of a choice in regards to the philosophy requirement, do. I'm trying to make ethics more than just another required course for them."

Dr. Toussaint was hired to replace Mr. Carlos Atalay. Mr. Atalay's departure did not go unnoticed by anyone who had experienced his teaching. In the words of one philosophy student, "He (Mr. Atalay) is brilliant. He was

certainly hard to follow at times, but then he's Cuban, which might have something to do with that. And he's brilliant, which might have something to do with it, too."

"Great is hardly a superlative enough word for this department. It's terrific now, and the personnel and facilities give it the potential to become even better." Dr. John Spokas, chairman of the physics department, feels that several factors make it "... second to none, particularly in the field of electronics. The new electronics lab is modeled after the one at Argonne, and we purchased some of the equipment before it even appeared on the market." Another advantage cited by Dr. Spokas is the staff of four men who overextend themselves, beyond classroom and office hours, to stay involved with the students."

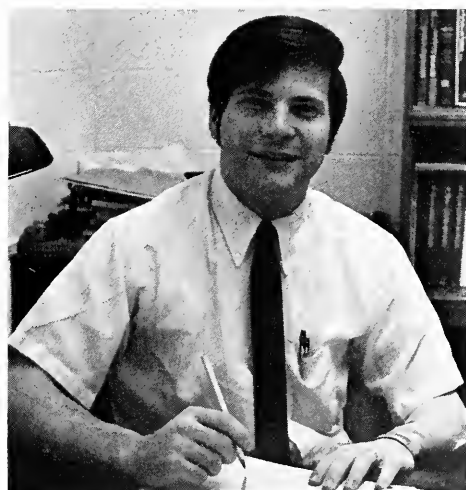
One senior physics major felt that 'great' was more than superlative enough, but expressed a generally positive attitude. He studies at IBC because of the physics department, which he calls "very good, though it depends to a great extent upon the student." Interrelation between the faculty and students is generally considered excellent. Dr. Spokas used this fact to illustrate the great advantage of a small school." From the viewpoint of the physics majors, the size of the department is beneficial in this respect, but carries the disadvantage of limiting the influence of students on each other. "There aren't enough of us to be able to get enough different approaches to things."

One shortcoming of the physics staff is a lack of diversity. Among the faculty members, interest and expertise are concentrated in the area of nuclear physics,

physics



DR. JOHN SPOKAS
"great is hardly superlative enough"



DR. RALPH MEEKER
"oriented toward non-science majors"

es, while a student interested in environmental physics might be left to his own devices to get a good background in that area.

An unusual approach of the physics department is its failure to require a thesis or research project of candidates for the B.S. "It is important to urge and stimulate students in this area," Dr. Spokas claims, "but credit would only constrain the motivation. The students who get involved in research do it for

their own benefit." A physics major, who has been so involved for four years agreed. "Research should be something that you look forward to and do on your own." He compares himself to friends in Chemistry, who "feel pressured, and don't really appreciate the research as they could." Interested and capable physics students also have the opportunity to participate in the Physical Sciences lab, which is presently working in the field of radioactive dosimetry.

A recent addition to curriculum is a basic physical sciences course. Dr. Ralph Meeker, newest member of the physics faculty, describes the course as "oriented toward non-science majors, especially those with little background in science and math. The course is team-taught by Dr. Buss and Dr. Bowe, but we all lecture at least once. The idea is to expose as many students as possible to science, in an interesting and comprehensible way. This is very important to our society, with its technological growth." While the success of the department in educating physics majors can, perhaps, be judged by favorable feedback from graduate schools, its broader and more basic effort is more easily admired than judged.

fine arts



FR. LEO VANCURA, OSB
exposure to the arts

The Fine Arts department is, by nature, very small. This school does not offer studio art, and since the music department has absorbed most of the musical responsibilities, all that's left are conceptual courses, which basically provide an exposure to the various graphic and theatrical arts.

The entire department is run under the auspices of Fr. Leo Vancura. Fr. Leo is solely responsible for the marvelously representative collection of art prints that enhance the walls of the ad building, and provide material for his various art appreciation courses. Mr. J.C. Barnhart, between directing plays at Sacred Heart Academy, manages to instruct the Art of the Theatre course, and Mrs. Rosalie Loeding instructs Music Appreciation, but they are the only other faculty members in the entire department.

Yes, the department is small, but serves its purpose very well, and its ultimate purpose is not merely to fulfill graduation requirements. A slight backtrack is necessary here, namely: what is the ultimate purpose of a liberal arts and science college? The answer is very simple: exposure. How can one



be truly educated in a particular field if he isn't aware of the rest of the world? All endeavors of man should be known, and if the communication presented though the arts is ignored, the only result will be incompleteness.

The Fine Arts department is oriented to fulfill this need. The department not only exposes the students to the arts, but also tries to provide some comprehension of what is presented.

According to the college catalogue, there are five sequences offered, but usually only three of them appear. The problem is a combination of lack of instructors and lack of student demand. Radical changes are not planned for the future, but present offerings still make the Fine Arts department on that is very efficient with what it has.



economics



DR. MARGARETE PAULUS
"sufficient demand, but not enough teachers"

The economics department has been gradually building its reputation over the past few years. It remains to be seen whether or not that reputation will be preserved this year. With the departure of Father Dismas Kalcic, department head, (who has taken a leave of absence to complete his doctoral dissertation), there remain only two full-time instructors in a department which contains 85 majors.

One reason for the econ department's budding reputation was the addition of the Business Economics major. This attracted many businessmen from the surrounding communities, who now commute to IBC for night classes in the degree completion program. The instructor in these night courses is Mr. Jeffrey Madura, who was hired this year to replace Mr. Robert Addleman. Mr. Madura says that he enjoys teaching here, but feels that there could be some improvements made in the economics department. "For one thing, we obviously need another teacher. It's not fair to the people in the department. They come here and expect a solid education, and they are entitled to it. In addition, due to the large number of businessmen we have coming in from the



DR. ROSE CARNEY
"co-operative problem with industry"

area, it would be an advantage to offer some more night courses. But here again, you'd need another faculty member to do that."

The acting chairman of the department during Father Dismas' absence is Dr. Margarete Paulus. Dr. Paulus agrees with Mr. Madura that another faculty member is needed. She stated, "I'm very proud of our department. I think that we have many fine, talented people in it. However, the department could benefit from an expansion in facilities. We need to have more courses in computer science, because of its increased use in business. We also should be offering an expanded business curriculum, with some courses offered every year instead of every other year. There is sufficient demand, but not enough teachers. Mr. Madura shouldn't have to be teaching the entire business curriculum by himself."

Dr. Paulus also stated that the department was working on a program in which majors would be placed in jobs for one semester of the school year. "They are doing it at many other schools. We are presently investigating the feasibility of doing it here." If it is put through, it will be following the trend of several other departments which are trying to establish an internship program for majors.

mathematics

The mathematics department has recently undergone a series of transformations, and has emerged from these as the largest department in the Division of Natural Sciences, and one of the largest in the school.

The professors interviewed agreed that the training which students receive within the department was above average, especially in preparing the student for graduate school. Offerings for majors have recently been expanded so that



MR. JEFFERY MADURA
"the entire business curriculum"



now, with five full-year sequences (intermediate analysis, abstract algebra, applied math, numerical analysis, and probability and statistics), the program is, according to Dr. Rose Carney, chairman of the department, "more flexible, which facilitates the accomodation of individual differences among the majors, and still maintains a good balance within the department." The independent study seminars also provide further opportunity to accomodate individual interests. In addition, according to Dr. Carney, "The reduction in the core requirements enables math majors to take added courses in allied fields such as economics or science."

Offerings have been expanded for non-majors by the introduction of a course entitled Foundations of Mathematical Thought, the aim of which is to provide some relevant topics of mathematics, both ancient and modern, to the mathematically unsophisticated student in a manner that is both understandable and appealing to him. At the freshman level, the placement examination for all students taking a mathematics course has enabled the department to increase the potential for success of both liberal arts and science students.

At the present time, the mathematics department is considering an internship program so that the majors would have an opportunity to acquire work experience in the area of their interest. Dr. Carney stated, "This will require a great deal of planning before it can be introduced, as it will be a co-operative program with industry." Several members of the mathematics staff are also doing course research with the objective of introducing computer usage into several different areas, for example, probability and statistics.

The newly formed Math Club served as proof of student interest and participation in the department. A group of concerned upperclassmen math majors comprise the membership of this club, and according to one of its members, "... offer help to people floundering in the sea of calculus and related topics." Respect for the department itself was shown in another major's comment, "The math department, with a relatively young and eager faculty and interested students, will continue to enjoy the satisfaction of being the best."

The physical education department, while planning significant short-range changes and anticipating drastic alterations in the future, is putting up with various problems. The flaws in the department, as seen by Coach Tony LaScala, Coach Tom Beck, and Mrs. Mary Sarubbi, are the lack of facilities and equipment, and the disadvantage that P.E. is an elective.

Mrs. Sarubbi is dissatisfied with some of the equipment. She feels that some of it, for example the volleyball courts, should be more mobile, easier for the girls to move around.

Lack of interest in P.E. courses is attributed by Coach LaScala to the fact that P.E. is not required by all departments. He hopes that a P.E. major will help accelerate interest and alleviate this problem. Coach LaScala finds that the students who do sign up for P.E. are interested in "socially oriented activity": Golf, tennis, skiing, bowling, horsemanship, and so forth.

Skiing, horsemanship, and bowling are all relatively new courses here. These were instituted because of student interest. They are conducted off-campus because of lack of facilities and qualified personnel. Despite an additional 'lab fee', there is still wide interest in the courses.

Although all these sports are fun as well as important for physical fitness, Coach LaScala and Coach Beck feel that there is a need for more emphasis on physical fitness and that P.E. should be mandatory for graduation. "When it was mandatory, students didn't like it until they became involved — now it's

physical education



MR. ANTHONY LA SCALA
should be mandatory for graduation

easier not to take it," according to Coach LaScala. However, Mrs. Sarubbi feels that her students "... want to be in class." She experiences little cutting and an overall enthusiasm for the courses. In the future, Mrs. Sarubbi would like to have gym aides, especially people who are P.E. majors, to help her in some of her classes, particularly in gymnastics class where 'spotters' are necessary.

The most significant short-range change planned for the department is a P.E. major. With the Major, new courses will be initiated, although many of them will be theoretical rather than practical in orientation.

Hopes for the distant future include a new sports complex, although Coach LaScala prefers to call it an "all-purpose P.E., health, and recreation center." He hopes that the center will include a swimming pool, a game room for pingpong, billiards, card tables, and shuffleboard, classrooms, a sauna room, and a dance room. The project is still in the planning and fund-raising stage.



MR. THOMAS BECK
flaws in the department

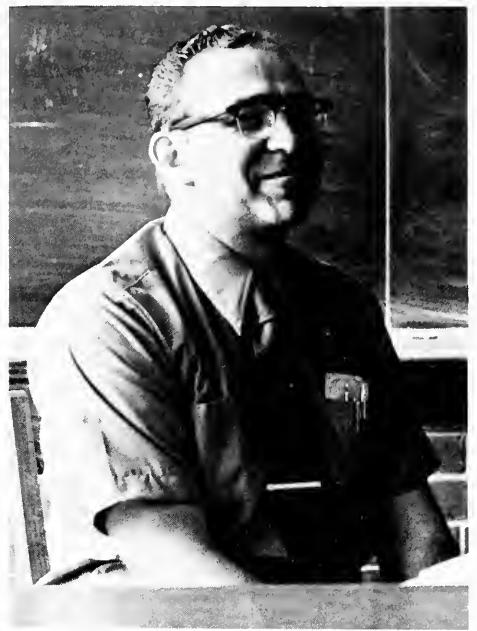


psychology

The psychology department at IBC is like many other things at this school, "going through changes". There are new faculty members, a new curriculum, and a changing orientation. There is also a great deal of optimism concerning the future of the department.

Psychology itself is a field prone to disputes, since it is perhaps too easily polarized into opposing camps. The experimentally oriented psychologists are usually assumed to be opposed to the clinically oriented and vice versa. If this is true at IBC, then it accounts for a lot of rumors about changing faculty. But whatever the reason, the fact remains that the psych department here has been moving from a more experimental to a more clinical emphasis lately.

The faculty core of last year's department was the triumvirate of Dr. Joseph Gioioso, Mr. Tim Marcy, and Mr. Peter Peretti. All three had a mostly experimental orientation, according to Mr. Peretti, the only one of the three remaining this year. Mr. Peretti also said that he will not be returning next



MR. PETER PERETTI
decreasing experimental interest by students



BRO. BERNARD GLOS, OSB
"we ought to have a very good department"

year, and acknowledged that the department is moving toward a more clinical and educational orientation. This is evidenced, he says, by the decreasing interest in careful experimental technique by students in the present courses.

The new aspects of the psych department were discussed by the majors over the semester break this year, and there will be a new curriculum next year. According to Brother Bernard Glos, one of the newer faculty members, "The new curriculum is more than adequate for a school of this size, and although this year we may be a little short-handed, next year we ought to have a very good department."

Some of the curriculum changes outlined by Brother Bernard were designed to orient courses that are taken primarily by non-psych majors in order to make them of more general interest. This is in keeping with the department's new broader outlook. According to Brother Bernard, "In a school of this size, the psychology department must be very broad in its orientation — it cannot afford to concentrate on one approach." Other changes in the curriculum were designed to give the student exposure to different areas of the field of psychology without sacrificing the opportunity to go into one specific area in depth. One example is the "colloquia", which are to be somewhat like the present independent study programs, but which will hopefully lead to greater student discussion and interest.

At present Dr. Ianni of the education department is the acting chairman of the psych department, but one of the matters discussed over semester break was the selection of a new department head who is actually involved in psych. Criteria were set up for the selection of the new chairman, and a committee

was formed to study possible candidates. All of the majors are anxious to get the department out of the somewhat makeshift shape it is in now, and their optimism is quite evident.

chemistry



DR. CLARA MCMILLAN
"learning is a painful process"



DR. TIMOTHY JANIS
"main problem . . . is with the budget"

"You're a chemistry major? Good luck!"

This is the reaction of most students upon learning of someone 'unfortunate' enough to be involved with the chemistry department. Contrast it to a remark made by one of the majors: "The aim of the chemistry department here is to make the students consider chemistry more of a hobby than a subject, so that the work which they must do in order to earn their degree seems more like 'fun' than the hard work which it is. It never is fun, but at least the attitudes of the teachers make it easier to do."

The chemistry majors don't seem to be as resentful of the liberal arts graduation requirements as they once did. However, they did feel that some of the mandatory courses within the department are useless; for example, advanced analytical chem, which, according to one major, ". . . takes up too much of your time. The requirements are stiff. In addition, there isn't really a wide choice of electives, but you do learn a lot of chemistry." Dr. James Hazdra, department chairman answered the student's complaint about the advanced



analytical course by stating, "the course is run on a workshop basis. It covers so much that it tends to get the student more involved in it."

Self-discipline and self-learning are habits which the department attempts to instill in its students. The characteristics of the ideal chemistry student as envisioned by Dr. Clara McMillan include "... motivation. Their work should be judged by how well they perform. I know that learning is a painful process — it is that way for me also. I don't consider a class a real class unless I learn as much from the students as they do from me." To which Dr. David Rausch added, "The students are interested in the subjects which I teach because they need these courses. I appreciate the interest shown by them."

Students and teachers alike feel that the department is lacking in both equipment and teachers. "The program could benefit from the addition of another staff member, but the main problem with that is the budget," stated Dr. Tim Janis. Dr. Hazdra also felt that, "We have to get more staff — we need to get more students and more equipment, more grant money for student scholarships, and with another faculty member, we'd have a better chance for grants."

There is a unity in the chemistry department, particularly between the seniors and the professors. In response to a question concerning the interest of the faculty in the students welfare, one senior replied, "They definitely do what they can. They encourage you and give you whatever help they can. Parties foster the unity." Proof of his last point can be seen at the weekly Friday Afternoon Club in the regular attendance of seniors and faculty.



DR. JAMES HAZDRA
"run on a workshop basis"

Opinions of students and faculty are united on two points concerning the biology department — that it needed change several years ago, and that it still does. The bulk of the changes which have transformed the department over the past two or three years have, however, been satisfactory.

The majors, on the whole, are pleased with their department. The addition of Dr. Mary Sheffy to the department was well-received. In the words of one student, "... she seems to put more time into this school, totally dedicated. She gives you encouragement and whatever help she can." During the interview with the *Chrysalis* writer, a sense of deep involvement and a caring for each student's needs, rare in a first-year professor, was evident. The student's emotions are understandable, even to a non-biology major.

Fr. Edmund Jurica, OSB, head of the department, offered a reflective view of the department. Courses, in his opinion, are taught as prescribed by the class of individual student in the course. To him, the real judgment of the type of work which he is doing is "... not reflected by the number of A's and B's received by the students, but by the number of them who are qualified in graduate school." As a part of his philosophy of education, he feels that independent study, the addition of which was applauded by most of the majors interviewed, cannot simply be pushed onto just any student. "Before a student can actually gain a true grasp of a subject by only independent study, he must have matured educationally. This does not necessarily mean that a student is very intelligent, but more that he is highly motivated academically."

Dr. R. Glen Lester, the third member of the department's faculty, was criticized by some majors, with comments ranging from his teaching ability to his attitude in class. However, this was not the consensus of student opinion, and an overall student evaluation of Dr. Lester was not reflected by these remarks.

Another thing which the majors, primarily the upperclassmen, were upset

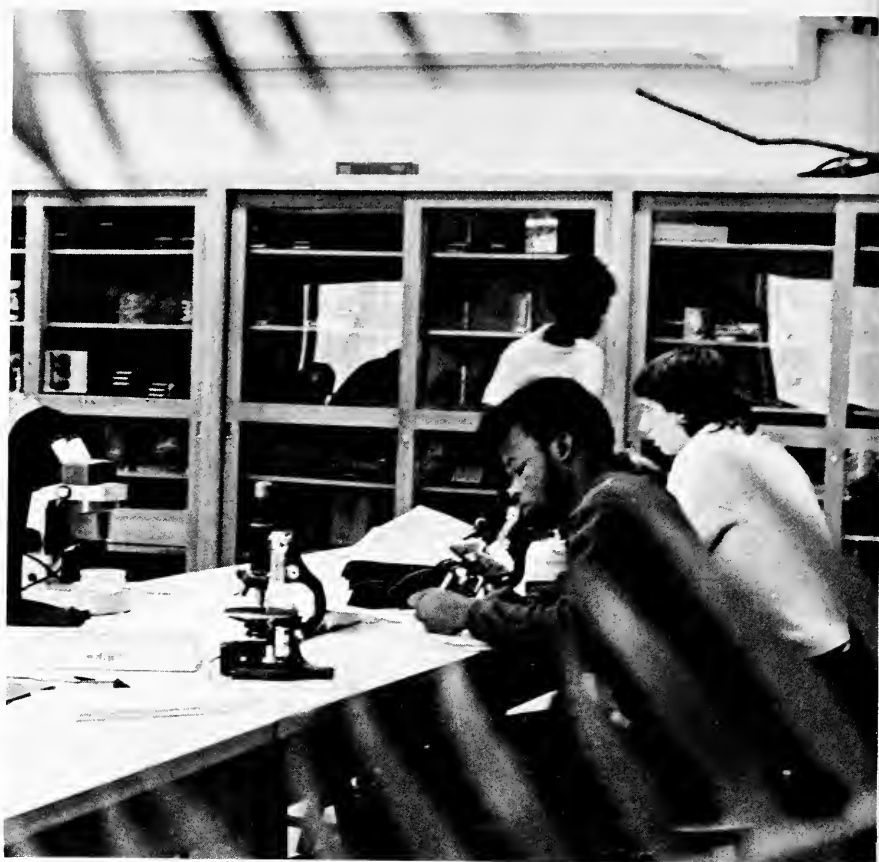
BIOLOGY



FR. EDMUND JURICA, OSB
"Not reflected by the number of A's and B's"



DR. MARY SHEFFY
"whatever help she can"



DR. R. GLEN LESTER
not the consensus

about was the addition of the botany requirement, which increased the number of hours of botany courses necessary to graduate. One sophomore commented, "The botany courses around here are useless for the introductory level, and they really don't get too specific anyway. It was bad enough before — why should we take more of it now?"

The Biology Club, after its rash of activities last year, has been dormant so far, a change noticed by many people. Under president Curt Lorenz, it had given the department, and the majors, a unifying spirit which has disappeared this year.

SOCIOLOGY

"This department is getting bigger every year. We have had to expand our program to meet the rising number of majors," stated Fr. Robert Rogalski, in a description of the Sociology department.

"For example, we have had to expand our outside activities. In our Crime and Delinquency course last semester, we incorporated practical experience with theory learned in the classroom in working with delinquent children."

Involvement seems to be the key word for the Sociology department this year. Faced with a lack of facilities for social research at the school, and due to the nature of the subject matter, the majors have had to travel off-campus in

order to become involved in certain activities. These guidance-oriented activities range from experience in prisons to the DuPage School for Boys.

Fr. Rogalski considers the majority of this students excellent. "They fit my concept of the ideal student — they're willing to work hard, to give of themselves, which is very important in this sort of a major. Not everyone can be successful in the activities which we have organized (for example, working in the juvenile home). Through the type of work which they do, I can pretty well judge how successful they can be after they leave here. It takes a special kind of person to be able to do this work."

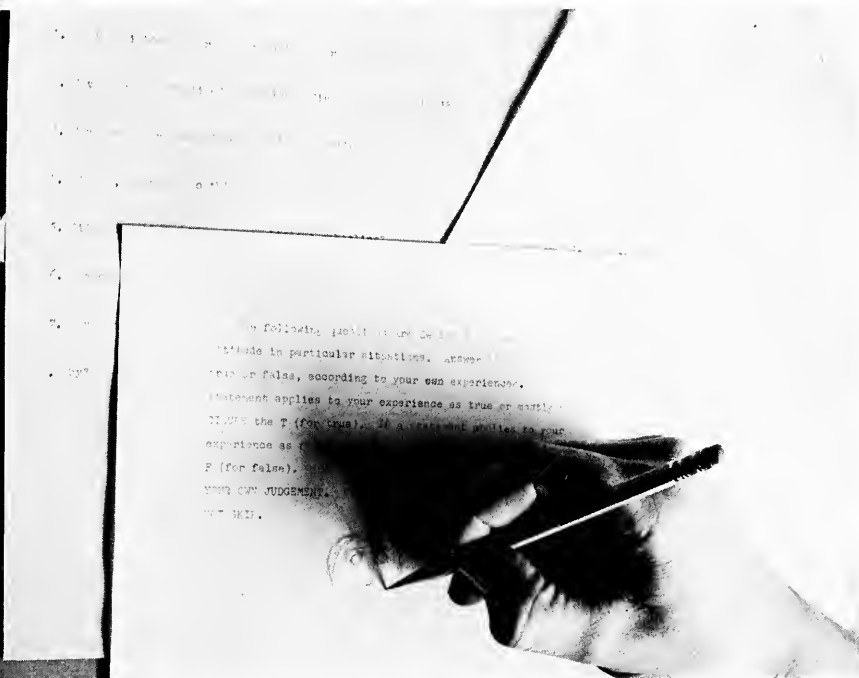
One junior interviewed was leery of the projects. "I don't think that we have acquired either the maturity or the experience to deal with these kids. Some of them are really hard-core delinquents, and it frightened me even to walk into some of those places." To counteract this, there is the opinion of another student, a senior, who stated, "It was the best experience I've had in three years here. The skills that you acquire by actually working with these kids give you so much more than you get out of reading about people like them in case studies. You can gain a lot of insight through this type of work — at least I did."

Instructor James Jana feels that the work is valuable, but that the load may become a bit overpowering. "I'm thinking in terms of something similar to the program in the education department. Either we have a semester in which the student studies nothing but sociology in addition to a partial load of case work, or he devotes the semester entirely to social work. This would, of course, be restricted to seniors only."

So, in keeping with the 'tradition' of change at IBC this year, the Sociology department has revamped its program. And what comes from this? From a static program to action on the part of the majors. It remains to be seen whether or not these changes will have impact on the sociology majors leaving this school.



FR. ROBERT ROGALSKI
"it takes a special kind of person"



MR. JAMES JANA
"the load may become a bit overpowering"

education



DR. EDWARD IANNI
"teachers who are more open thinkers"



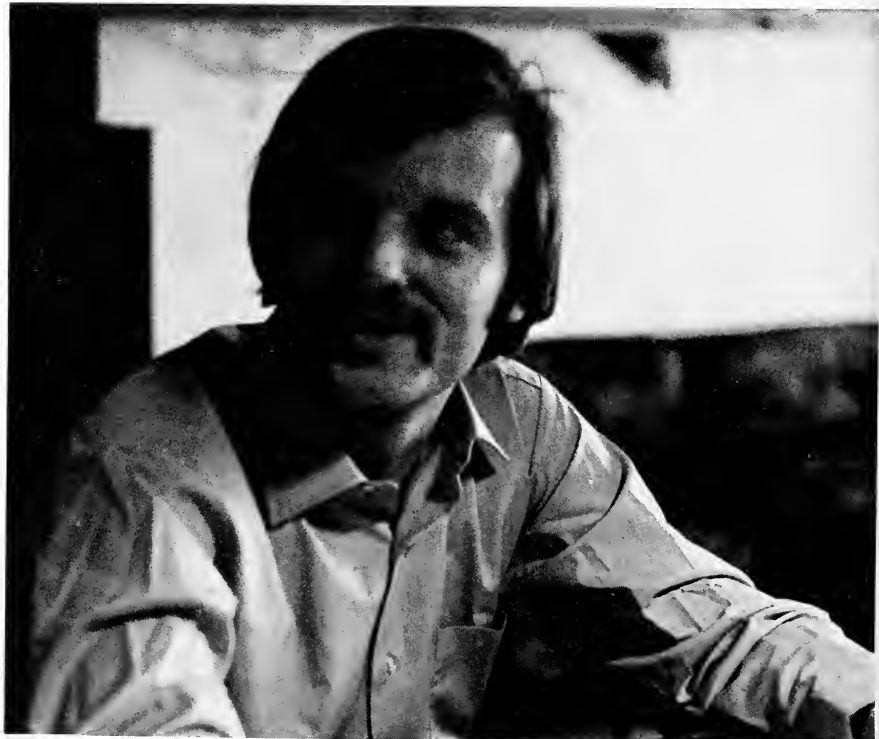
FR. DAVID TURNER
"concentration on learning disabilities"

According to Dr. Edward Ianni, chairman of the education department, the department's aim is to turn out teachers "who are flexible and can think for themselves; teachers who don't look for 'cookbook' answers, but work with the ideas; teachers who are more open thinkers." A program of changes to help achieve this goal was epitomized this year, when Elementary Education was recognized as a major. Presently, there are about 40 elementary education majors, in addition to about 80 students considering secondary education but not formally recognized as education majors. Dr. Ianni feels that "we have a good program so far, and we are taking great strides to make it even better."

Another improvement made concerns student teaching. The department plans to offer what is called a 'professional semester', according to Dr. Ianni. During this semester, while the student is doing his student teaching, he will be taking only education courses, whereas in the past, he would have been taking several other courses in different departments. As Dr. Ianni suggested, "... when a student teacher lives, works, and concentrates on school and teaching, he can do a better job when he is out on his own." Student teachers are sent to schools in the general Lisle area, such as Benet, Downers Grove, Naperville, Aurora, and a few in Chicago.

Although IBC has no secondary education major, because it demands such heavy concentration in a specific field, the department has arranged for it to be possible to be certified as a teacher. The problem comes with fitting in enough education courses in addition to the large number of courses in the major field. The department is also attempting to get a special education field instituted. "Presently," said Dr. Ianni, "we have applied to the federal government for a grant of \$250,000 for special education. Father David Turner will be the director of the field. If it is accepted, the field will be open next fall with concentration on learning disabilities and emotional disturbances."

The education department at IBC fulfills requirements for certification within the State of Illinois. However, students have found it very easy to be certified out of state, as the department fulfills most of the requirements for most of the states.



"Part C, Exercises. The speaker will read a sentence. You are to change the tense to the past perfect. Repeat the new sentence in the pause provided . . ."

It's 10:30 a.m. You're in the language lab. Maybe it's too early to be in the language lab; maybe it's too late. Anyway, you're tired, so you decide to do your chemistry homework. What good are language labs, or studying language, for that matter? It doesn't explain the electron orbital theory; it doesn't solve the political problems of the world; it doesn't even relate God to the universe.

The language department wasn't designed to solve earth-shaking problems. It wasn't designed to put down in black and white how the earth and its people work. It was designed to give an individual a greater understanding, through insight, into the diversity of the world, both past and present, in which he lives.

"Languages are the type of subject which require a lot of study," said retiring department chairman Lawrence Dapper. "The students don't see the practical utility of subjects like this. The majority of them don't want to be tied down with work that doesn't produce immediate results. No one takes math or science courses without some notion of money in their mind. But when it comes to getting jobs, facts show that the students with the liberal arts backgrounds, the students who are widely prepared to meet the outside world, are the ones that get the best jobs in the long run. When I look at students in languages, I can foresee who'll succeed in the world. And their success is totally founded on their ability to associate with people in the world, not apparatus in the labs. I feel that language can round out a person enough to be able to allow him to get ahead.

"There is a much greater difference between the language teacher and the student than there is between the science teacher and student. The reason for this is that languages require experience. In sciences, there is a limit to the amount of knowledge that can be taught in schools; the only thing that can teach the language student is experience. This is why science students find languages so difficult — the seeming lack of logic. There aren't many definite rules, many exceptions to those rules, and no formulas. It requires a great deal of memorization."



languages



MR. DAVID CHAMPLIN
"taught as a goal in themselves"



MR. LAWRENCE DAPPER
"I can foresee who'll succeed in the world"

It is true, statistically speaking, that the languages here at IBC are suffering as far as enrollment of students goes. The number of students in language courses has not grown in proportion to the number of students enrolled in the school. As a result, language classes become more sparsely populated as semesters roll by. But this does not mean that someday there will be no language department at IBC. On the contrary, many majors require the department's presence.

"The language department serves two purposes; first, it is an auxiliary to other departments, especially sciences. It gives the student the necessary background in the languages to be able to consult foreign sources. Secondly, it is especially important in the development of cultural knowledge. That is, rather than just teaching grammar, it gives cultural background into the people behind the language; how they think, how they react. Languages at IBC are taught as a goal in themselves," explained newly appointed department chairman David Champlin.

But who needs culture at 10:30 in the morning? Anyway, you've got to get that chemistry homework finished. And anyway, the folk song that they're playing through the headphones is off-key.

"I feel that language labs are definitely worthwhile if the student accepts them as worthwhile," said Mr. Champlin. "But too many students don't take advantage of their time in the audio learning laboratory. Language labs are designed to be an added assistance to the study of languages, and naturally, when one is exposed to languages in actual auditory exercises, one can't help but gain more understanding of the language, both in part and as a whole."

Let's see, two hydrogens and four nitrogens and . . . oh great! Now they're doing idiom practices over these lousy headphones.

But really, what does the IBC student want with culture at 10:30 a.m.? or 11:00 a.m.? or 1:30 p.m.? or 3:00 p.m.? or . . .

political science



DR. MARCELINO MIYARES
theoretical aspects of political science

After several years of aimless floundering, the Political Science department shows signs of finding a direction. Just as the goals of the department are beginning to become clearer to both the students and the faculty, the department will be undergoing some fundamental changes. Some of the changes are to be instituted by the students with the goal of improving the department; others have been or will be instituted by faculty members.

The academic year 1971-72 will be the last one at IBC for department chairman Dr. Marcelino Miyares. Emphasizing mainly the theoretical aspects of political science, as well as being an expert in the international sphere, he feels that ". . . students can learn more outside the confines of a classroom with the theoretical knowledge behind them and the practical dimension ahead." He supports his statements through his emphasis on projects within his courses, research, simulation, and the model United Nations program. This emphasis is not always appreciated by his students, who expressed the view that sometimes his courses get to be extremely abstract. Concerning this attitude, however, one junior felt that, ". . . some of Doc's courses do get to be extremely abstract, but this is due to the nature of the subject matter. People neglect his more practical courses, such as Organizational Behavior, or the simulation part of International Politics." Dr. Miyares himself would like to see more practically oriented courses offered, such as computer applications to political science, and more specialized courses within the department.

But in order to offer more courses, there must be a larger faculty. Mr. Charles Butler, instructor within the department, feels that the demands of the students for more varied courses cannot be met at this time because of the lack of qualified personnel to teach these courses. He and the other faculty members are working with



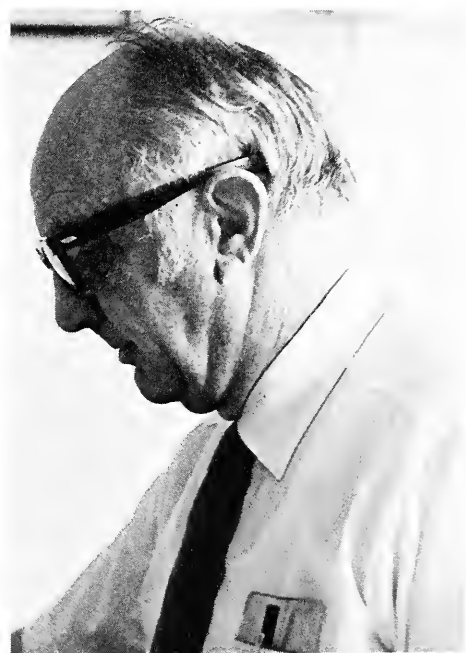
ten students in the newly-formed steering committee in the department in an attempt to widen and diversify the number of courses offered. He is also presently working on a program in which political science students will be working with city managers in various places in DuPage County in order to achieve the practical political experience which students have been demanding for the past few years. Students in the department generally like Mr. Butler as a teacher, although they feel that his classroom-lecture technique is boring and could use improvement. One senior commented, "... he seems to promote interaction outside of class — he's always in his office, and he seems to enjoy talking with us outside of class, but inside a classroom, he acts almost as if you are intruding when you ask a question." Mr. Butler will be assuming the chairmanship of the department upon the departure of Dr. Miyares.

Robert Rybica is the third faculty member, and the newest one, having been hired this year to replace Fr. Valentine Skluzacek. Students had diversified comments about him. Generally speaking, the majors in his classes appeared to consider his classroom technique boring, although they agreed that this was only in his lower-division courses, those with a heavy enrollment of non-majors. In his Development of Political Thought class, which is smaller and contains only majors, the students felt that his technique was excellent, combining lecture and discussions in order to help the students to comprehend the material better. Mr. Rybica, in discussing this problem, stated that, "... I have to use a different style in dealing with majors and non-majors. I'm still experimenting with my lower-division courses." Majors interviewed agreed that the only thing lacking in Mr. Rybica is experience, and that after a few years, when he has become more self-confident, he could become an excellent teacher.

On the whole, the majors are extremely proud of their department. They feel that it is beginning to dispel an unjustified 'fish' reputation, and they are working to improve their department through close interaction with the faculty.



MR. ROBERT RYBICA
"the only thing lacking . . . is experience"



MR. CHARLES BUTLER
"promote interaction outside of class"

history

Although regarded by many non-majors as one of those dull requirements needed to graduate, the history department, according to instructor Gloria J. Tysl, "... tries to make history, which is by its nature a static subject, more interesting to people, especially those who are not in the department. It is much harder to make non-majors like a course, really want to take it, and any professor who can do it is, in my opinion, an excellent teacher."

If Miss Tysl's definition of an excellent teacher is true, then Mr. Phillip Bean is the embodiment of the ideal. His classes, for the most part, are attended by social science majors. This can partially be justified by the fact that his American History course is required by several other departments, including political science. But the last fact does not account for the popularity of courses such as Topics in American History. This is a problem-oriented course which attracts many non-history majors.

Fr. Christian Ceplecha OSB, chairman, feels that in order to make courses a success, "... a professor must instill a certain attitude in his students. In the History department, we try to make it a historical attitude — a combination of research and interpretation. Not everyone can be a successful history major, because of the absolute need to develop this attitude."

Students in the department are not disappointed. "I think that a big step was the abolition of comprehensives. However, I don't think that they should still require the senior research paper. The purpose of the paper would be better served if there was some way to present it and the research method in some sort of a seminar or something," commented one senior. "The time has gone when you could just b.s. your way into a grade," said another. "The teachers are fair in the department, and they will give you generally, the grade that you work for."



MISS GLORIA TYSL
"more interesting to people"



FR. CHRISTIAN CEPLECHA OSB
"combination of research and interpretation"





"Oh yeah, they're the people who make all the noise upstairs in the Administration Building." Among the less alive students, this seems to be the usual comment directed at the music department. The students of the department can usually be described as 'that bunch over there,' for seldom are they separated from one another. They all seem to have a true love of their subject, and occasionally have been known to practice even at atrocious hours, such as eight in the morning. What is it that estranges these people from the rest of the academic world? Why aren't they behaving in accordance with the unwritten rules of the Procopian population? Let's consider their environment.

Fr. Alban Hrebic, an energetic man with a strong personality, oversees the inner workings of the department. The department is not a conservatory, and therefore there is no degree in music, as such, but only in music education. The students do not feel hindered by this fact, for they must become proficient musicians while completing their studies in the various other academic disciplines. This seems to be the key, for a musician cannot merely go to classes and consider his education finished when he leaves; a musician must exert all of his effort into the times available and *learn* the discipline. There is no B.S. in music.

The fourth floor of the administration building, previously abandoned, has been revamped, repainted, and populated totally by the music department students. They have built a large room (for the various activities of the ensemble), and a musical library, and are planning studios, lounges, listening rooms, and an organ room. Physical improvements usually aren't unusual at this school, but even in this concern the music department is different, for all the work being done is the result of Father Alban's and his students' efforts.

The extracurricular involvement of the music department is quite possibly the highest on the campus. This includes Fr. Alban, who is responsible for most musical productions that concern this campus and college productions. He has composed and recorded *The Pascal Symphony*, which was initially presented at the 1971 Easter program at the abbey. All of the students are either involved in the chorus, ensemble, or orchestra, and some students have gone beyond these activities to such things as folk masses and various



FR. ALBAN HREBIC
an energetic man with a strong personality

recordings arranged by Fr. Alban. One particular group of people started a band, *Charisma*, which has played at mixers here. All instructors are as enthusiastic as their students, and more faculty members are being hired as the department continues to expand.

As a whole, the music department is a well-organized and executed department. The students seem happy (though at times a bit overworked), and show a collective spirit that always has been, and still is, hard to find.

english



DR. JOHN BYRNE
"long after we blow up the world"



MISS ROSEMARY COLEMAN
"diversity of approach"

English? Why bother? I mean, what more to life is there than just a good slide rule?

"Since I began teaching here, I always rationalized the difficulty the humanities had with the fact that Proco is a natural science-oriented institution," said Basic Oral Communication teacher James Clark. "Whenever we feel ill-paid, or feel that we don't have the proper facilities or not enough majors, the fact is always thrown back in our faces that this is a science school. I'm beginning to feel that this is an easy cop-out."

The fact that Illinois Benedictine College is (or was) a science-oriented school is a commonly accepted fact. But what too many people connect with this is that IBC has an inferior English department. This gross overgeneralization can be easily seen by a glance at the English department's course offerings: the department offers 67 hours of English courses — 51 hours of literary studies and 16 hours of 'technique courses.'

English teacher Rosemary Coleman pointed out, "One of the strong features of the department is the diversity of approach to the study of literature demonstrated by its individual members. From course to course the student is being challenged to investigate the 'other view' offered not only by the thousands of years of minds he meets in his subject, but by his professors' unique views of those views."

It is apparent that the English department has become more liberal over recent years. Where the English major was once compelled to take specified courses to graduate, he can now choose from a specified number of course offerings with very few requirements. Under the chairmanship of Dr. John Byrne, the department has devised a structure which enables its majors to meet the still rigid requirements of graduate school, and at the same time enjoy a flexibility in course choice according to personal preferences. The once 'traditional' approach to classics has given way to a more modern and realistic view of literature. Teachers who once adhered to stringent modes of study are now incorporating contemporary poetry and novels into their classes.

"A course, a class, or an individual session is either excellent or mediocre depending on what you as the teacher are able to do in the classroom," Mr. Clark said. "I don't feel reserved, but feel free to do what I want in the class, and so I have the opportunity to make the course as good as it can possibly be. I don't feel oppressed. It isn't up to the Board of Directors, the President of the College, or any of the deans — I have to make the class an interesting educational experience. Excellence in education begins and ends in the classrooms."

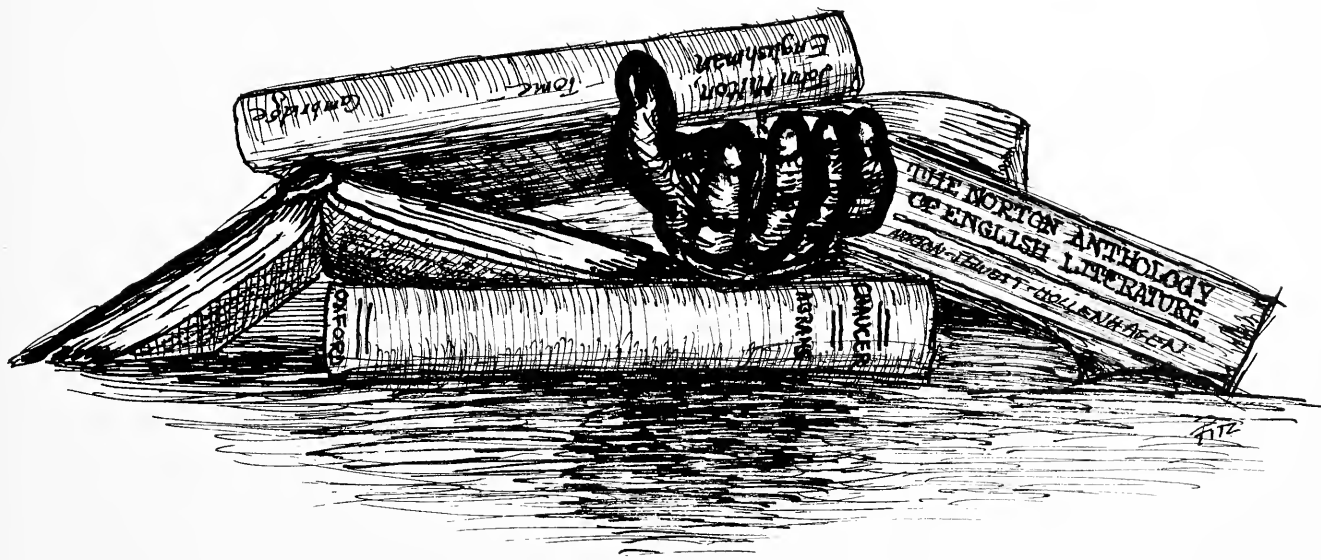
What Dr. Byrne considers the strongest point of the department is its practicality: "English develops the individual's ability to communicate with the world around him, to think and write more clearly, and to read intelligently the works of others in his world. The English major isn't locked in as some rigid scientists tend to be."

A department, then, with great freedom in its curriculum, is subject to a great number of improvements. The cancellation of comprehensive exams at the end of senior year is one such visible improvement. These exams have been replaced by a seminar approach to the synthesis of four years of study. But this is where the list of definite improvements ends, for the improvement of a department such as English can only come about gradually. And, just as one can see the movement of a clock's minute hand only after many seconds have passed, only retrospect will be able to uncover the results of the changes in the English department which are being considered or even initiated at the present. Members of the department would like to see courses offered in more of the arts, but this would require more teachers, more money, and a much greater broadening of scope, none of which IBC is prepared to handle at this time. But meetings such as those during the recent EOP session are helping to transform plans into realities.

The world is changing, IBC is changing, the English department is changing. Proco and its students have come a long way from the days of the shiny slide rule, and, as Dr. Byrne summed it up: "Long after we blow up the world, man will want to read Shakespeare."



MR. JAMES CLARK
"I don't feel oppressed"



CHRYSLALIS

- or -

Fall of the Boot

An Absurdity in one act

by: Desi Q. Chelahi

Characters: Nick, Jack, Staff, Boot

(Scene opens inside a dimly lit refrigerator.)

Nick: The most important thing, Jack, is to tell it like it is.

Jack: Yes, Nick, the more I think about it, the more I realize it's our duty to let the student know where it's at. But, Nick, how can we fulfill our ambitions in this respect? What medium is versatile enough to tell it like it is, to really, really tell 'em where it's at?

Nick: Yes, how can we answer the eternal questions that they've never bothered to ask; how can we tell them their place in the cosmos? How can we teach them the twelve ways to nirvana, the ten commandments, the five books of aristotle, the 26 letters of the alphabet?

Jack: How can we ultimately convince them that if a toad had wings, he wouldn't bump his ass so much?

Nick: How?

Jack: We could write a letter.

Nick: We could put up a sign on the bulletin board.

Jack: We could have a dance.

Nick: A luau.

Jack: An exhibit in the library.

Nick: A parade.

Jack: I love a parade!!!!

Nick: A rock concert.

Jack: Which bulletin board?

Nick: We better get calendar clearance.

Jack: We could drop leaflets.

Nick: I've got it — a course.

Jack: Of course!!

Nick: Yes, I can see it now, Intro to Life.

Jack: Or General Reality.

Nick: But who would teach it?

Jack: Spoilsport.

Nick: Who's he?

Jack: No, You!

Nick: Me? I could never teach that.

Jack: Teach what?

(A boot falls from the ceiling)

Nick: What was that?

Jack: What?

Nick: That. That boot.

Jack: Oh, that was just a boot.

Nick: Did the paper plate break?

(The boot is replaced)

Well, we seem to have come to an impasse.

Jack: Yes, but one thing we need, before we can get anything done, is a staff.

Nick: The staff of Peter? The staff of life? Staphylococcus?

Jack: No, no! A dedicated staff. A staff that works hard . . .

Nick: But won't ask for overtime.

Jack: A staff that can write . . .

Nick: We'll need crayons.

Jack: . . . That can type.

Nick: Crayons that can type?

Jack: We'll need types.

Nick: . . . That can draw.

Jack: We'll need drawers.

Nick: . . . That can leap tall buildings like a speeding pullet.

Jack: Yes, but where will we get a staff like that?

(Enter staff).

Nick: (Aside) Hey, Jack, ask the staff where it's at.

Jack: Hey, staff, where it's at?

Staff: (Sings to the tune of "Let's get drunk and go naked").

It's knocking at your door,
It's sliding across the basement floor,
It's oozing out of every pore
We know where it's at!
It's right across the hall
It's in the writing on the wall,
Summer, winter, spring and fall
We know where it's at!

It's up the road a way,
It's stopping trucks from day to day,
But we sure won't get in it's way
For we *are* where it's at!

Jack: Hey Nick, this staff knows where it's at!

Nick: Yes, Jack, and they told it like it is. Now that we got 'em, what do we do?

Jack: Well . . .

Staff: It should make the students drop their beer,
And mob the halls with shouts of fear,
Something this campus has never seen,
Something like a . . . magazine?

Jack: A magazine.

Nick: A magazine.

Jack: A magazine!

Staff: A magazine! A magazine!

(Nick and Jack join Staff in frenzied screams of jubilation. Scene lasts damn near fifteen minutes. Finally drop to their chairs exhausted.)

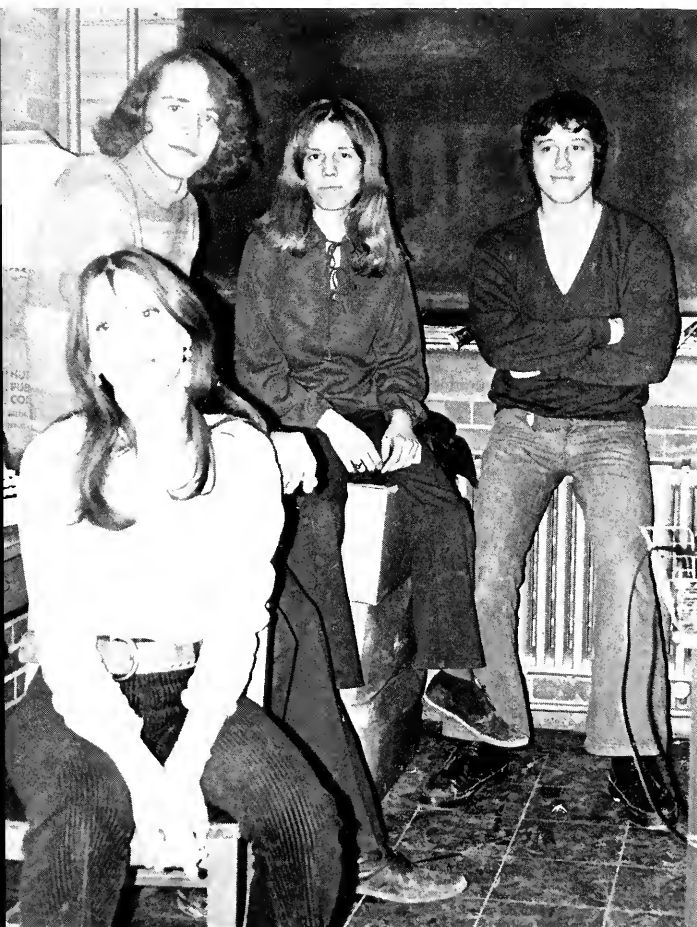
Jack: (sighs) a magazine.

Nick: (quietly) a magazine?

(Jack and Nick look at each other)

Jack: Well . . .

Both: naw



Above left Photographers Paul Fitzgerald and Gary Victorine. Above Co-editors Jack Jubala and Nick Claus. Left Staff Cindy Villis, Gerry Leone, Jo Slajchert, John Zasadzinski.



Gemeinschaft

Once upon a time at 11:30 in the morning, a group of disheveled and discontent psychology majors met in a radiator steam-filled room. They were disheveled, having almost completed Morning. They were discontent for another reason.

They were being propositioned. Mr. Peter Peretti presided, divulging a six point program of action. Action? Action. They listened.

Mr. Peretti's idea was to have a resurrection of the psychology group, the Inner Circle. With revisions. Revisions were necessary because the original Inner Circle, two years dead and buried, had been a club with fraternization, drinking, discussion, drinking, gossip, drinking, and an artistic arm patch, but drinking. And little psychology.

But the new Inner Circle was to be of psychology. Discussion of minor and major issues, literature, class materials, projects, research in psychology. Research with or without grants and publications. Experience in clinical aspects: counseling, working with the mentally ill, the mentally retarded. A lounge for a meeting place. A plan for the construction of a lab; for the purchase of new equipment.

The proposition was of a beneficial nature. Psych majors could gain from banding together. They accepted.

It was agreed that the club would be open to anyone interested in psych, majors and non-majors alike.

The third meeting was damp. The name of the Inner Circle had carried bad connotations to those in Power: They did not want to support another campus organization that would self-destruct in one semester, and hence: No Budget.

Gemeinschaft, albeit difficult to pronounce, connotes a close group. Inner Circle became Gemeinschaft.

The members decided to continue despite the resistance. They believed Gemeinschaft could work and stay alive.

Work. First the establishment of the day care center for members in Gemeinschaft. A room on the second floor of the Psych Building, previously tenanted by cats, rats, and

equipment was cleared. After the rubble was disposed of (into the other room that Gemeinschaft owned) the room was assessed. It gaped.

The decorating committee was organized. The room that had appeared to be a naked john was transposed into a lounge.

A refrigerator and coffee pot were plugged in, and members donated food. And when the first coffee pot was stolen, another was purchased. And when the second coffee pot went the way of the first, a third was grudgingly installed. And security measures were taken.

The refrigerator remained, too heavy to be moved, and day by day grew emptier until it contained only milk and home-made jam (unopened for lack of bread).

It was evident by now that the plight of Gemeinschaft was to be money starvation. Thus the first appeal to the outside world, Folkin' was born.

Folkin' did not only demand from the outside, it gave. It presented fine folksingers; it presented its foster parent Gemeinenschaft with money enough to stock the coffee pot and hollow refrigerator with enough supplies to finish the first semester.

It presented the funds to begin work on the large rubbished room adjacent to the lounge, thereafter known as the Lab. The equipment and publications and dust were again sorted and cleared, and lumber brought in. And when semester break ended, the Lab had testing cubicles and the beginning of a library. All materials and all labor from the members.

But again the money was absent. And again the answer was in folk. And raffles, and anything that the members could think of to make money.

Gemeinschaft does provide discussions of formal psychology issues and lectures by guest speakers. It provides a place for everyday gossip, coffee and relaxation. It is trying to provide a fully-equipped psychology lab. But it can not provide indefinitely without drive and without help.



From the editors' desk

The difference between past changes at this school and present changes is that present changes are more recent.

About seven years ago, this school had a new president. About six years ago, the 'new' president became an old topic. So it has gone with changes in the physical plant and faculty, as well as administration. This is not to say that such changes lack significance — in almost every case, someone deserves an E for effort. But consider the significance. An increased enrollment indicates that, all these major changes, taken together, have enabled the school to process more people for their positions in the rat race. They have enabled more young men to avoid the draft for a few years. They have increased the ranks of alumni, and therefore potential contributors to the noble cause.

At this point, the reader suspects that we are dead set on mincing the school. Not true, reader, for the noble cause of which we speak is, indeed, noble. Education has seldom been considered less, and has always been considered the cause of institutions of higher learning. This word *education* has, however, been bastardized to mean the mere process of going through school. The diploma, in many cases, has become a certificate of attendance. Dare we credit anyone or anything for this marvelous misunderstanding?

Yes, we dare. Let not place full blame on the institution for failing to create the ideal learning situation. Now, to take a more reasonable approach, let us consider the ideal learning situation. Has it ever existed? Can it exist outside of the student and cause him to become educated. Or must the student participate in his own education? If your answer to the last question is no, stop reading here. We have plenty of pretty pictures to keep you happy.

If you are still reading, you must realize that the answer is yes. You may also realize that at this moment, too many people are (or should be) looking at the pretty pictures. And you should realize that it's those people who keep IBC from becoming fulfilling its role as an institution of higher learning. A major concern of educators is the concept of 'intellectual atmosphere', and they often compare this quality for different institutions in terms of physical, financial, and personnel qualifications. Such a



comparison is not entirely worthless, and it doesn't take a wizard to see that IBC is not in the top ten. (No, we are not talking about football.) But the changes mentioned above show progress in improving this situation.

The topic of the previous letter from the editors' desk was specifically these changes. But, in a not-too-brilliant flash of optimism, the editors saw the advent of what they almost called a 'new spirit'.

There's still hope.

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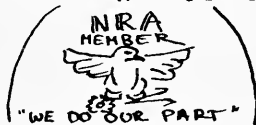
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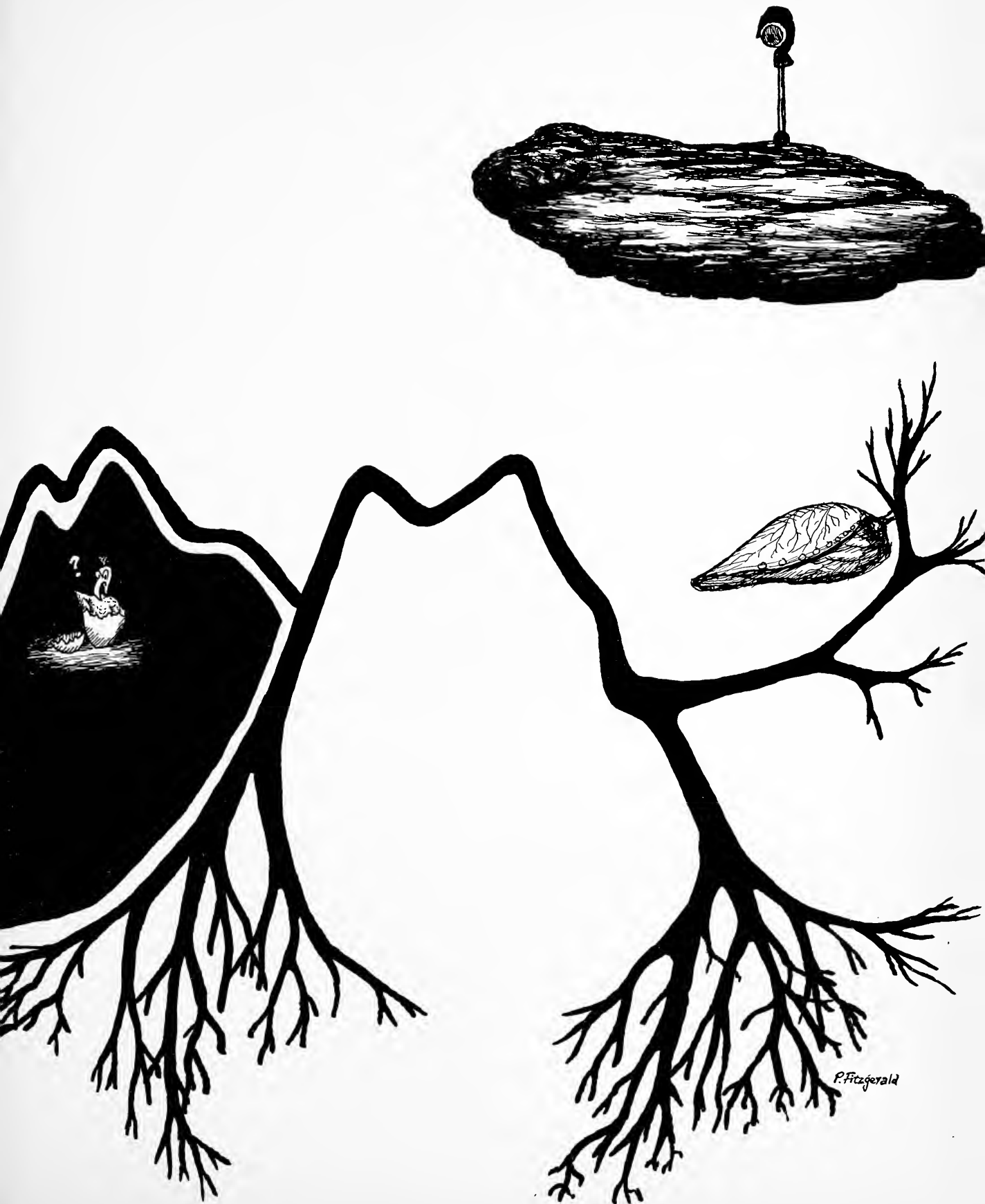
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he EAGLE, Vol. 26, No. 3, Sept., 1972

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 Get" by Paul Fitzgerald

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Letters to the Editors —

Dear Sirs:

We, the members of the Right Wing of the Eagle Association (RWEA), IBC Chapter 589, have by quorum vote at a recent secret conclave, deemed it fitting to advise you of our position with reference to your experimental publication. That you might better appreciate our position, let us first briefly describe our organization and its goals.

RWEA was founded in the year of our Lord 1957 by a group of far-sighted students who were becoming

concerned over the rise of anarchistic attitudes within their generation. They were bound and determined to resist such socio-cultural changes as were evidenced, for example, in the music of Woody Guthrie, Pete Seeger, and Frank Sinatra. Under the auspices of Mr. Clark Kent, the organization became nationally recognized and affiliated with the Siblings of the American Revolution. Each member in good standing received from the SAR a political and social crimefighters' kit, which consisted of a Superman T-shirt, a pair of U.S. Keds, a "Yes, SAR!" button to be worn conspicuously at all times, a 4x5 American flag, and a two-month subscription to the Saturday Evening Post.

But times have changed, and so has our kit. Today, our new members receive a hairnet, a bottle of Patchouli Oil (for disguise purposes only), three tear gas canisters, and a subscription to the White Christian Minuteman.

We hope it is evident from this description of our organization that we consider it our duty to review and criticize the student publications here on campus. For this purpose, we appointed a committee consisting of a representative Male and Female. In reply to your request that criticism be sent directly to your office, they have compiled the following list of critical observations:

1. While it is not in blatant rebellion against the standards of the traditional American yearbook, the stance it does take with respect to these standards is not very clear. These traditions, such as coverage of sports and dances and fair, accurate coverage of the entire student body have, in fact, been largely ignored.

2. The name chosen for the publication is difficult to pronounce and spell, vague in meaning, and foreign.

3. We realize that economically these are hard times, but we do not feel that this excuses the lack of a hard cover.

4. The editors and staff have been known to display characteristics not suitable to their positions. To wit: the editors have been seen associating with longhairs and other undesirable types; nor have they regularly attended sports events; and their so-called office is a deplorable scrap heap, and probably a breeding place for rats, hippies, folk singers, and other undesirables.

In summary, the membership of our upstanding organization has voted, unanimously and intelligently, to issue the following decree:

Chrysalis is unfit for consumption. From this day hence, any student found to be reading, possessing, or discussing in favorable terms this officially censored publication will be subject to banishment from meetings of RWEA, sports events, the cafeteria, and the library; and in extreme cases will be deprived of the use of any sanitary facilities on campus. This edict will stand until such time as the *Chrysalis* editors come to their senses and either relinquish their positions or change their questionable attitudes and give the students the traditional yearbook they deserve.

Sincerely,
John Doe
RWEA Imperial Wizard

Dear Wizard:

It doesn't take a wizard to see that some of what you have said is true. With regards to your first observation, we must agree that *Chrysalis* was not clearly yearbook or anti-yearbook. For a staff with extensive yearbook experience, the change to magazine thinking was difficult and not really successful. In point 2, your criticism of the name is valid, but we thought *Chrysalis* was rather sexy, anyway. Concerning the hard cover, we had enough time convincing people, including ourselves, that *Chrysalis* was a magazine even without the hard cover. Expense had little to do with it.

Your fourth point is entirely true, but the desirability of the people we associate with is a matter of opinion, and the value of yours is questionable.

Oh, by the way, your edict is worthless. You hold in your hands the last issue of *Chrysalis*. The experiment failed, and you can look forward to a yearbook for 1972-73.

Dig,

Your heads are nowhere, man. Like, when I heard about that magazine thing, I thought yeah, now I could really dig that. But you sold out, man. Like, what's all this education and sports jive? You tryin' to stay in with the jocks and the establishment, or what? You gotta go out and find the *real* people. Let 'em know where it's at. You dudes been hangin' around with them shorthairs too much. You gotta get out of that small Catholic coeducational liberal arts college jive, and live your life in the streets. Gotta be free, ya know? So hang loose, let yourselves go, and come up with a real dynamite rag.

Peace, love, and all that
other great jive,
Richie

Dear Richie,
Aw, shut up.

Dear Jack and Nick,

Remember me? I'm Caleb Shucks, an' I just thought I'd send ya my thanks, on account o' the way ya printed that article I wrote, just the way I wrote it, without even changin' anything. Here I am back in Hell's Canyon, just sittin' here waitin' for the great deluge. Say, did ya hear about that? They're gonna dam up the Snake River and flood the canyon. But I haven't figgered what they could call it yet. Maybe Lake Snake. One way or another, I ain't leavin'. The bus I rode in couldn't get back out, so I guess I'll just caulk up all the windows, change my major to oceanography, an' stay.

Well, the water's five feet high 'n' risin', so I guess I'd better git busy. So thanks again, an' best o' luck with your magazine.

Yours truly,
Caleb
Yeah, um uh, thanks, Caleb.

Academic Senate

A new hope for the academic resurrection of IBC has finally arrived in the form of the Student Academic Committee, a subdivision of the Academic Senate. For the first time in the history of the school, academic policy will be formulated by the people whom the policy affects most — the students.

The Academic Senate was begun through a proposal in the Faculty Welfare Committee by Dr. Patricia Fauser, Mr. James Weinlader, and Miss Gloria Tysl. This proposal called for a body which would formulate academic policy, a task which had formerly been carried out by the chairman's council (made up of the heads of all the departments). The suggested replacement would be composed of $\frac{1}{3}$ students, $\frac{1}{3}$ administration, and $\frac{1}{3}$ faculty, thus encompassing the three constituent groups on campus. This approaching year, the makeup of the Senate will be as follows; two students from each division (i.e., Social Sciences, Humanities, and Natural Sciences), the three division heads, the deans of Student Affairs, Academic Affairs, Admissions and Records, Admissions, in addition to the Registrar and the faculty members-at-large. The purpose of this body is still not all it should be — it has the power to formulate academic policy, but not to legislate it. There are checks on the policy — any program must meet with the approval of the faculty, the college president, and the Board of Trustees. The officers of the Academic Senate this year (1972-73) are Mr. Charles Butler, president, Dr. Edward Ianni, vice-president, and Miss Gloria Tysl, secretary. Although they are all faculty members, students are eligible to hold these offices.

The Student Academic Committee is an outgrowth of this body. Last year, its primary task was the faculty evaluation, which will be published at pre-poll time, around midterm. According to Chuck Weber, a senior political science major who is the head of the SAC this year it "will really get off the ground as far as academics are concerned." The SAC consists of one representative from each department which offers a major, plus three at-large student members and the president of Student Government. As previously mentioned, the primary task of the SAC last year was the faculty evaluation, but it also formulated bylaws for itself over Christmas break, and had these bylaws approved, which will enable it to bypass most of the administrative red tape and allow students to have a real say-so in academic policy. Weber also stated, "The students no longer have the right to complain about lack of representation. All they have to do is see their student representative."

Participation in the SAC, according to Weber, will not be limited to those students on the committee. Work in the subcommittees will be done by other members of the college community, although voting will only be done by members of the Committee. Each member of the Committee has one vote.

In conclusion, Weber said, "The Student Academic Committee can really make a marked improvement on campus. The students will finally become active participants in the formulation of academic policies, which hopefully will generate more interest in participation from all members of the college community."



Left: Mr. Charles Butler, president of the Academic Senate, goes over its newly-formulated bylaws with members Jerry Sebestyen, Chuck Weber, Wendell Provost, and S.G. president Jack Beary.

PRODUCTIONS

The 1971-72 school year was another banner season for productions, as is nearly every year for producer-director John C. Barnhart. A record 7 shows with a total of 38 performances set a non-stop pace throughout the year.

The season opener was a comedy, as is traditional. This year it was *The Star Spangled Girl*, performed with a cast of only three people. IBC student participation was limited to technical and production staff, including one student in the position of assistant director. The season's next offering was the annual revue, this year entitled *Up-Tempo*. The excellent stage band, consisting mostly of IBC students, stole the show, causing the singers' and actors' roles to be overshadowed. For this reason, Mr. Barnhart has decided to turn future revues into mainly stage band affairs, a move which delighted many of the stage band members. Rounding out the first semester's shows was Father Alban's *Dawning of the Creche*, better known as the Christmas Concert. Again, IBC students were greatly involved, composing more than half of the members of the IBC Community Orchestra and Chorus. In addition, several students were featured as soloists and three senior music education majors were given the opportunity to conduct the chorus and orchestra.

Leading off the 1972 Productions was the children's play *The Wizard of Oz*. Again, as was the case last year, throngs of children flocked to the Sacred Heart Academy stage, hoping for a chance to participate in the theater. Several Proco students were cast in supporting roles in this children's fantasy. The new addition to the Productions schedule this year was a drama, *The Miracle*

Worker. Again, as earlier in the season, an IBC student served as assistant director, and speech instructor James Clark added a fine supporting role. Next on the Productions agenda was the second of Fr. Alban's concerts, *The Paschal Symphony*, which consisted of the title symphony and his *A Light for the Darkness* written in conjunction with the late Fr. Mathias Kucera, O.S.B., who founded the IBC Productions, and to whom this concert was dedicated. Also, as in the earlier concert, students were featured in choral, solo, and orchestral work.

The final production of the season was the hit Broadway musical *Fiddler on the Roof*. Perhaps the best show of the season, *Fiddler's* cast contained six IBC students, all of whom had speaking lines, in addition to the many students involved in the orchestra. Headlining the production staff was Michael Menza who, as a senior music education major, took full musical responsibility for *Fiddler*, including not only all of the choral work, but the orchestral work as well, and turned in a highly commendable performance.

Next year should prove to be an interesting one for Productions at Illinois Benedictine College. Mr. Barnhart will have a full-time technical director to help him not only with next season's shows, but also to teach the three new theater courses which have been added to the College curriculum. Also scheduled for the future are two musical production shows and a studio theater which will open in the fall of 1973.



Above: from *Up-Tempo*
Right: from *The Star-Spangled Girl*



Left: from *The Miracle Worker*
 Above: from *The Wizard of Oz*
 Below: from *Fiddler On The Roof*





Above: An airborne Mike McMahon scores an easy lay-up despite a vigorous effort at defense on the part of his opponent. *Above right:* Coach Anthony LaScala shouts encouragement at players while the rest of the team observes the action. *Right:* A speedy Len Chimino dodges the vigorous attempt of his opponent to steal the ball.

BASKETBALL

Individual efforts sparked the Illinois Benedictine College cagers to an exciting season, despite a disappointing record. The varsity looked impressive as they won 5 of their first 6 contests, including a 113 to 84 romp over Northwestern (Wisconsin) and an 82 to 80 upset over conference champion Aurora. In the Aurora battle, Glen Weber, a sophomore forward, pulled down a season high 17 rebounds, securing the victory. Another highlight was a comeback victory over Chicago Circle as the Eagles overcame a 23 point deficit.

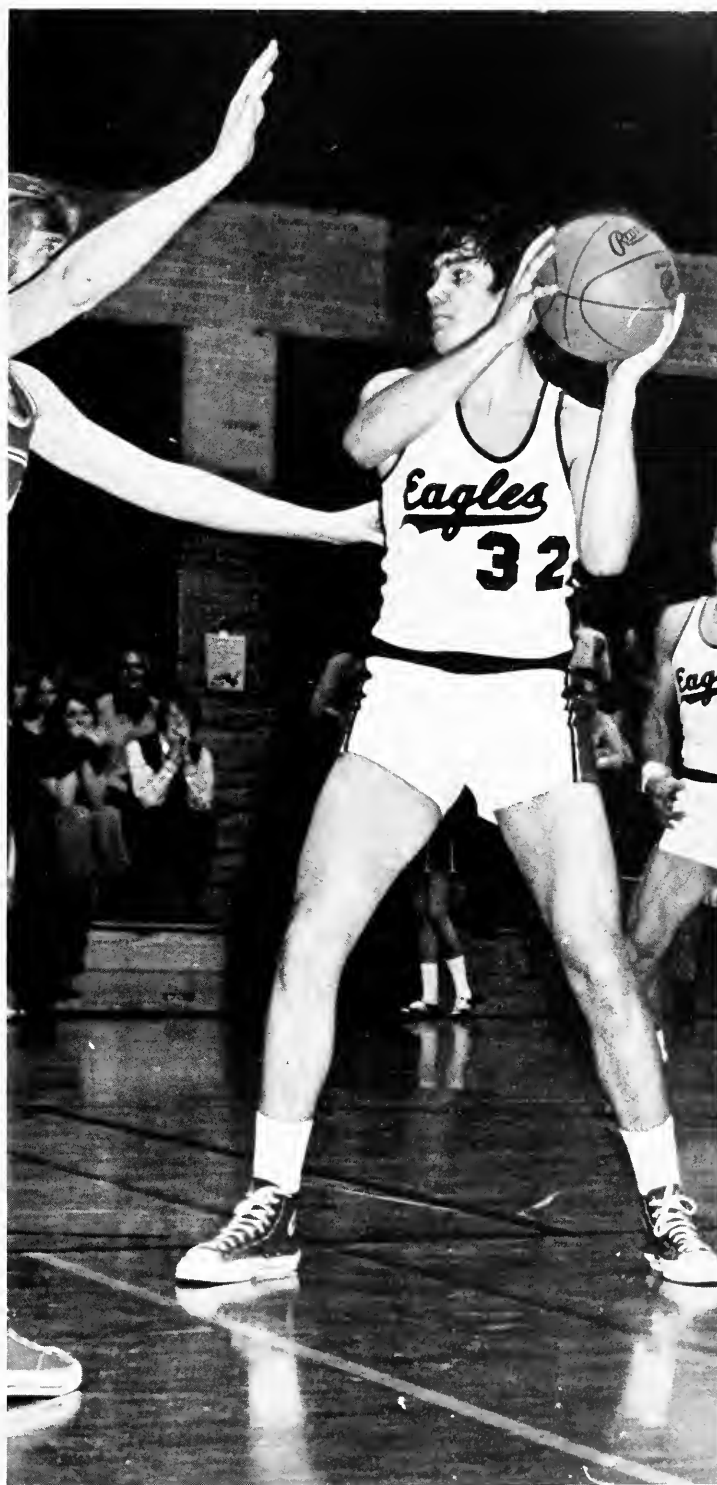
After dropping two close games in Florida's North Park tournament, I.B.C. returned to face a six-game losing streak. The cagers finally regained form, winning three out of their last four games, but it was too late and they closed the season with 10 wins and 16 losses.

The improvement over last year's 5-20 record is due mainly to the recruiting efforts of Coach Tony LaScala, especially in his acquisition of Joe Brown. The 6'5" center poured in 18.2 points per game and led the team in rebounding with a 9.3 average.

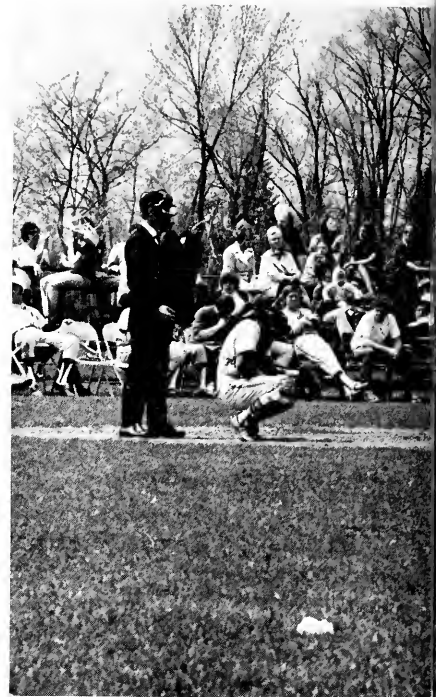
Undoubtedly, the highlight of the season was the spectacular performance of All-Star guard, Len Chimino. The 6'1" senior, who attended Little Flower High School in Chicago, shattered six school records and was named Most Valuable Player at I.B.C. for the second straight year. Chimino sank 723 points on 264 field goals this season, topping his old records of 573 points and 222 field goals, set last year. His 28.9 season average placed him first in the conference and edged him past the former I.B.C. record of 28.6, set by Bill Geist. Playing only three full seasons, Chimino set the record for career total points with 1,672, beating Mike Gormely's four year total of 1,576. Len was ranked nationally this season with his .874 free throw percentage and his career mark of .836 again established a school record. His final appearance in a college game is a March 13 all-star contest at Bradley. This event matched the state college division stars against those of University level.

The entrance of two freshmen into the starting line-ups put hopes high for next year's Eagles. John Weber, a 5'11" guard, played in the final nine games and averaged 12.1 points, including a 20-point barrage against George Williams College. Another freshman, John Chervenek, played in 23 games and moved into the starting forward position when Glen Weber was injured.

The Eagles finished with a 6-6 record in the Northern Illinois Intercollegiate Conference and did not make the playoffs. I.B.C. has not had a winning season since the 1966-67 circuit when they were 14-7. One year prior to this, during Coach LaScala's first year, the Eagles finished 18 and 4, a school record.



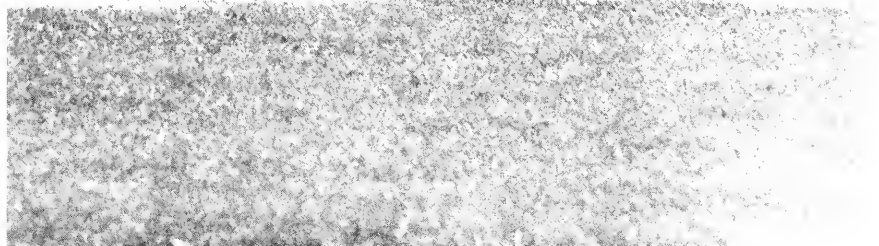
Above: Jim Krema attempts a pass over the heads of Lewis players.

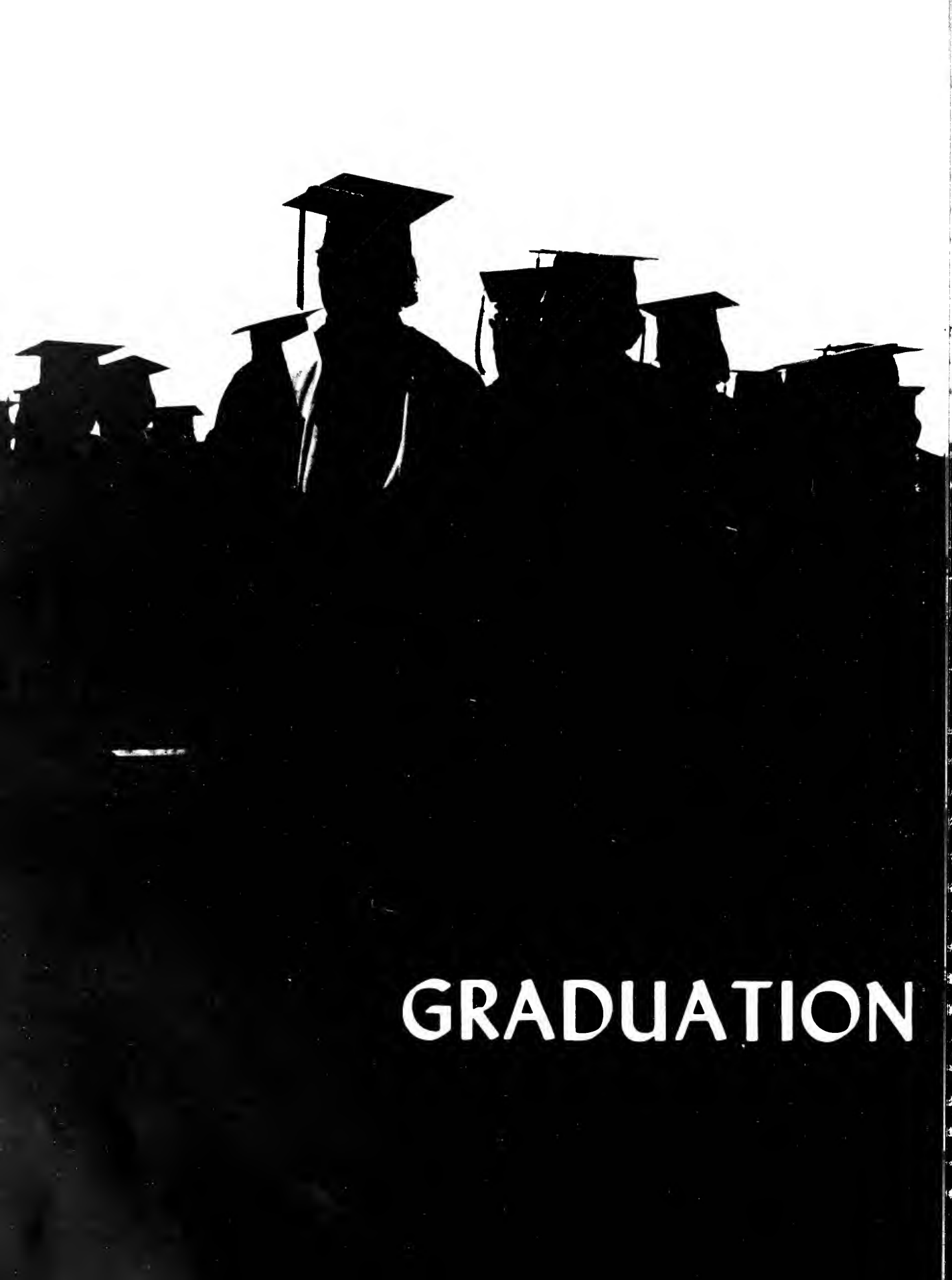


BASEBALL



Left: Bruce Henry displays the form which gained him a no-hitter during the game. Above left: Len Chimino drills a hit as Indiana players look on. Top: Bill Manzel tests out his swing against opposing pitcher. Above right: Don Walter slides into home plate and Indiana catcher just ahead of the throw. Below: Gene Kenny readies himself for his turn at the plate.





GRADUATION

What is there after the end?

It's a good question, you know, because you can ask it at every start and answer it after every end, but it always leads you by one step. Then you get to the last question, and you have to wonder if there will be any answer at all. But I won't even pause to think about that one. It's a mind-wrecker, and anyway, you can always put it off without realizing that you're procrastinating.

They tell me I ended my first nine-month period of grace without much grace at all, I just more or less plopped out — wet and sticky, blind and illiterate, cowardly and dependent. But I wasn't alone in that plight, and I suppose that might be what saved me from utter despair at my first breath. In any case, I can't remember worrying about it too much.

So what was there after the end of my first period of grace? Shall I call it a cataclysmic explosion into reality? No, nothing of the sort. Let's call it an uneasy entry into another period of grace. This one wouldn't be quite as simple and easy going as the previous one, and that, I suppose, was to set the pattern for the rest of my life — at least up to the present. Something like out-of-the-frying-pan-and-into-the-fire, only picture a whole stack of frying pans where you start at the top and get tossed like a flapjack into the next one, which is bigger and hotter. And so on and so on and so on, and I won't even tell you whether there is a fire at the bottom. I can't see one from here, so how the hell am I supposed to know?

There I was in that second period of grace where they call you a child and where you really are a child up to a certain age, whether you are or not. Those were nice days, weren't they? There was always the great truth given (whether openly expressed or just implied) by your Elders that your greatest catastrophe was really nothing compared to what they had to face. And remember how you never really caught on? Remember how you never had the insight to look over the edge of your little frying pan? Well, I didn't, anyway. Yes, those sure were nice days.

All good things must come to an end, they say, but I never took that to mean an end to all good things. Instead, I like to think of each good thing ending and being followed by another thing that's more or less good. Usually less good, as it turns out. After the end of childhood, for instance, there was young-adulthood, or teenybopperism, as it may or may not have ever been called. Still another frying pan, but this one occasionally tilted and sent you sliding to the edge where you caught a glimpse of the next one. Not that there was much to see, of course — a frying pan is a frying pan. Those tilts were mildly distressing, though, weren't they?

It's about time I should get down to business, so I'd like to say just a few words about graduation. It is definitely an end. It is definitely the end of another period of grace. It is definitely the flapjack act all over again. You get rudely turned upside down and dumped, and you don't know where you are about to land, and there you are, back at the old question again.

What is there after the end?



Richard Abshier
Physics



Philip Adams
Physics



Stephen Bacharz
Mathematics



Michael Baehl
Mathematics



Peter Banas
History



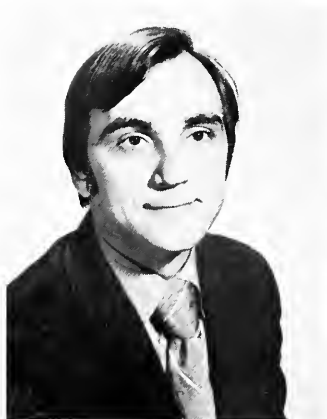
Alan Barc
Economics



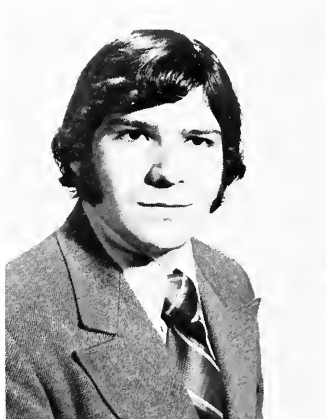
Daniel Brandt
Political Science



James Cahill
Economics



William Calzaretta
Psychology



Philip Caponigro
Political Science



Mary Carroll
Elementary Education



Earl Charles
Mathematics



Mark Conrad
English



Joseph Cudzilo
Political Science
Class Vice-President



Edward Dawson
Mathematics



Daniel DeBoo
Economics



Kevin Downs
English



Daniel Evans
Psychology



Julius Eversgerd
Business Economics



Sharon Evoy
Psychology



John Feery
Biology



George Gargano
History



Paul George
Political Science



James Gleeson
Psychology



Mary Gubbe
Sociology



Neil Hanley
Political Science



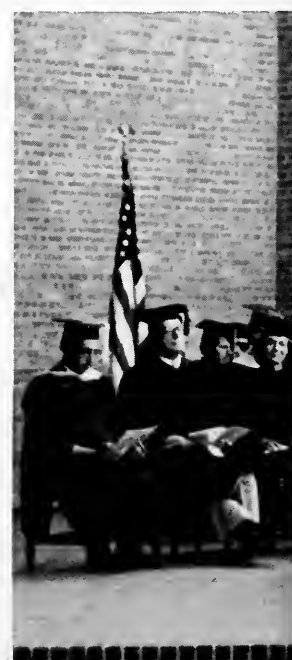
Thomas Hay
Psychology



Faye Hoffman
History



Harry Kannry
Political Science





Michael Kerner
Chemistry



Thomas Laz
Political Science



Russell Lenneman
History



Dennis Liston
Biology



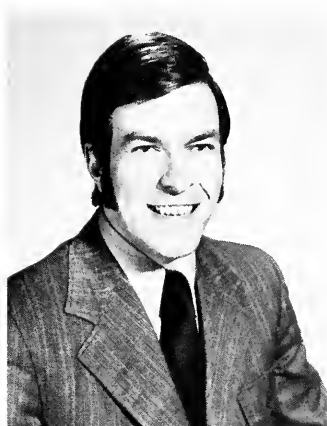
William Manzel
Biology



James Martin
Economics



Patricia Martin
Economics



Daniel McQuaid
Economics





Aimee Meyer
Mathematics



Edward Miller
Music Education



Dennis Motyka
Political Science



Judith Olach
Economics



Robert Oslak
Chemistry



Randall Pavlock
English



Michael Pelletier
Psychology



John Posluny
Biology



Gregory Rambousek
Mathematics and Physics



James Ratkovic
Economics



Patrick Rink
History



Maxine Robinson
Psychology



James Russell
Mathematics and Physics



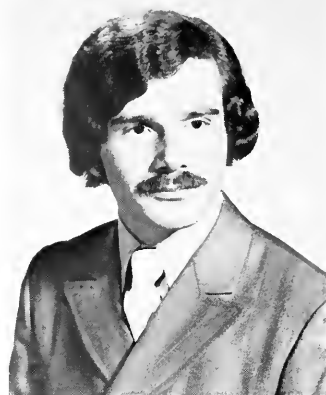
Gary Ryan
Economics



Christina Schimandle
Biochemistry
Class Secretary



Douglas Schipitsch
Biochemistry
Class President



Joseph Scolaro
Music Education



Donald Sebestyen
History



Dale Sedivec
Mathematics



Roger Shaddick
History



L. Marie Simandl
Music Education



Walter Slezak
Political Science



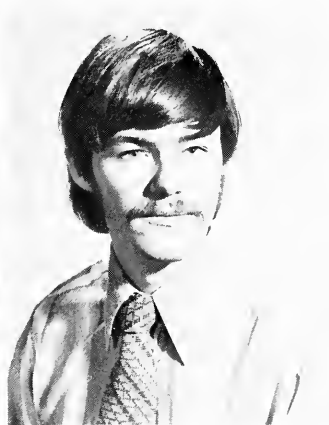
Anthony Splendoria
Biology



Mark Taylor
English



Paul Vogt
English



Ted Vytlačil
Psychology
Valedictorian



Donald Walter
Social Science



Roger Wanic
Mathematics

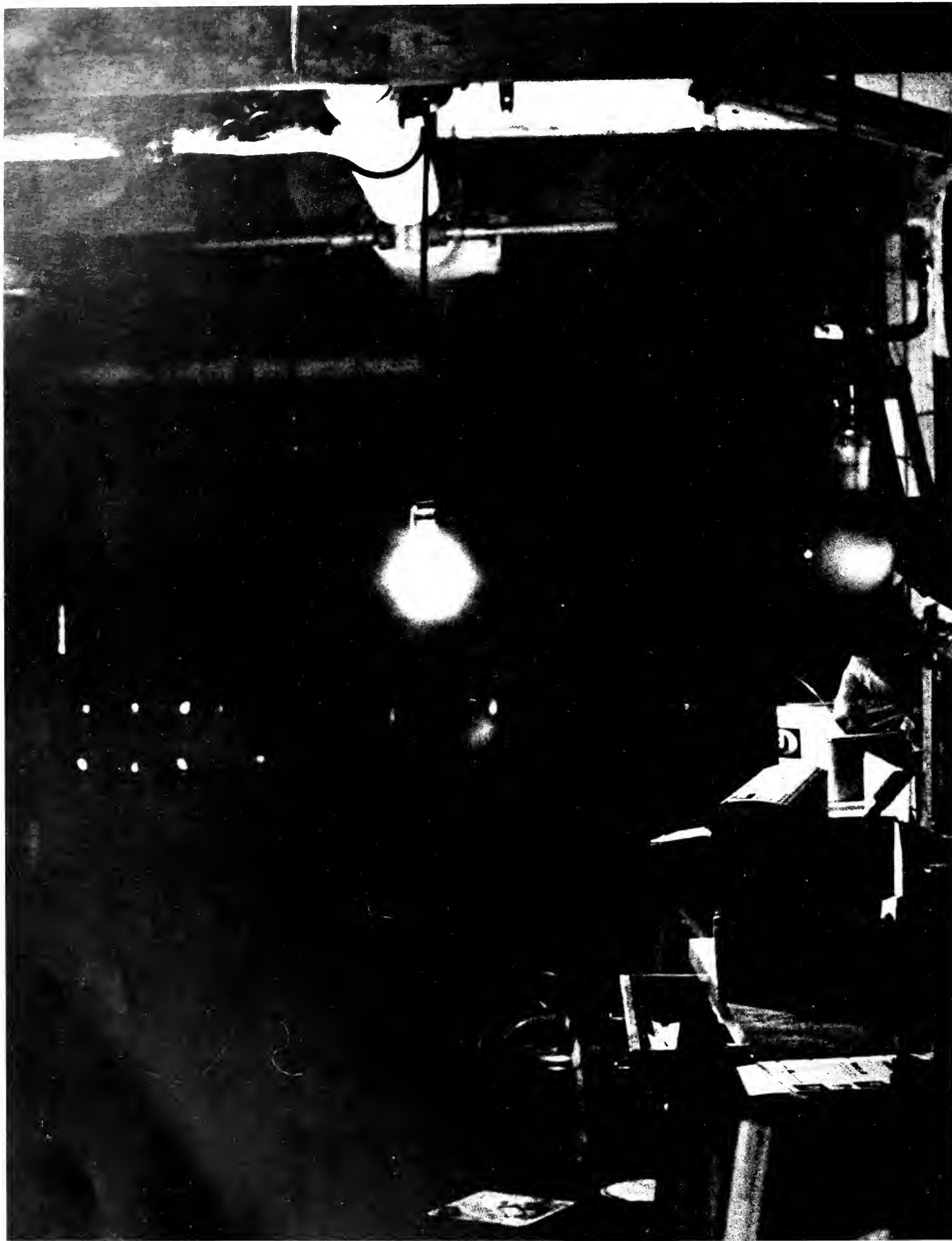


James Zimmerman
Biology

Not pictured:

Michael Baird, Psychology
Michael Beckley, History
Gerald Boytor, Political Science
James Brusek, Psychology
Carol Carlini, History
Philip Crilly, Political Science
Christine DeLaat, Political Science
Kathryn Diedrich, Sociology
Thomas Doran, Jr., Economics
Nicholas Duquesne, History
Roy Einwalter, Sociology
Geoffrey Frasz, Philosophy
Michael Gallagher, Political Science
Richard Glinka, Psychology
James Keane, English
Jerry Kucera, History
John Kula, Psychology
Edward Lowe, Sociology
Thomas Marks, Economics

Billie Faye Mays, Social Science
Michael Menza, Music Education
Patrick Monahan, English
Dennis Mulcare, Sociology
Timothy Noonan, Political Science
Aaron Perminas, English
Joseph Pripusich, Political Science
Stephen Spitzley, Elementary Education
Brian Stankus, Political Science
Mary Steinhauser, Elementary Education
William Wojcik, Psychology
LeRoy Brooks, Biology
John Danaher, Chemistry
Anthony Jacob, Mathematics
Gregory Kobus, Mathematics
John Kosisek, Biochemistry
Frank Kucia, Chemistry
Teresa Lehmann, Mathematics
Thomas Markowski, Mathematics
William Roeder, Chemistry
Karen Sandrick, Biology
Gary Whitebread, Biochemistry



Home is where one starts from. As we grow older
The world becomes stranger, the pattern more complicated
Of dead and living. Not the intense moment
Isolated, with no before and after,
But a lifetime burning in every moment
And not the lifetime of one man only
But of old stones that cannot be deciphered.
There is a time for the evening under starlight,
A time for the evening under lamplight
(The evening with the photograph album).
Love is most nearly itself
When here and now cease to matter.
Old men ought to be explorers
Here and there do not matter
We must be still and still moving
Into another intensity
For a further union, a deeper communion
Through the dark cold and the empty desolation,
The wave cry, the wind cry, the vast waters
Of the petrel and the porpoise. In my end is my beginning.

— T.S. Eliot





Nothing is ever really lost, or can be lost,
No birth, identity, form — no object of the world,
Nor life, nor force, nor any visible thing;
Appearance must not foil, nor shifted sphere confuse thy brain.
Ample are time and space — ample the fields of Nature.
The body, sluggish, aged, cold — the embers left from earlier
fires,
The light in the eye grown dim, shall duly flame again;
The sun now low in the west rises for mornings and for noons
continual;
To frozen clods ever the spring's invisible law returns,
With grass and flowers and summer fruits and corn.

— WALT WHITMAN







Many workmen
Built a huge ball of masonry
Upon a mountaintop.
Then they went to the valley below,
And turned to behold their work.
"It is grand," they said;
They loved the thing.

Of a sudden, it moved:
It came upon them swiftly;
It crushed them all to blood.
But some had opportunity to squeal.

—Stephen Crane





We are the centuries.
We are the chin-choppers and the golly-woppers,
and soon we shall discuss the amputation
of your head.

We are your singing garbage men, Sir and Madam,
and we march in cadence behind you, chanting rhymes that
some think odd.

Hut two threep fou!

Left!

Left!

He-had-a-good-wife-but-he

Left!

Left!

Left!

Right!

Left!

*Wir, as they say in the old country, marschieren
weiter wenn alles in Scherben fällt.*

We also have your eoliths and your mesoliths and
your neoliths. We have your Babylons and your Pompeiis,
your Caesars and your chromium-plated (vital-ingredient-
impregnated) artifacts.

We have your bloody hatchets and your Hiroshimas.
We march in spite of Hell, we do —

Atrophy, Entrophy, and *Proteus vulgaris*,
telling bawdy jokes about a farm girl name of Eve
and a traveling salesman called Lucifer.

We bury your dead and their reputations.
We bury you. We are the centuries.

Be born then, gasp wind, screech at the surgeon's
slap, seek manhood, taste a little of godhood, feel
pain, give birth, struggle a little, succumb:

(dying, leave quietly by the rear exit, please.)

Generation, regeneration, again, again, as in a
ritual, with blood-stained vestments and nail-torn
hands, children of Merlin, chasing a gleam. Children,
too, of Eve, forever building Edens — and kicking them
apart in berserk fury because somehow it isn't the same.
(AGH! AGH! AGH! — an idiot screams his mindless an-
guish amid the rubble. But quickly! let it be inun-
dated by the choir, chanting Alleluias at ninety
decibels.)

— WALTER M. MILLER, JR.

A little ways up from the shack was an outhouse with its door flung violently open. The inside of the outhouse was exposed like a human face and the outhouse seemed to say, "The old guy who built me crapped in here 9,745 times and he's dead now and I don't want anyone else to touch me. He built me with loving care. Leave me alone. I'm a monument now to a good ass gone under. There's no mystery here."

— RICHARD BRAUTIGAN







And that inverted Bowl they call the Sky,
Whereunder crawling coop'd we live and die,
Lift not your hands to *It* for help — for *It*
As impotently moves as you or I.

With Earth's first Clay They did the Last Man knead,
And there of the Last Harvest sow'd the Seed:
And the First Morning of Creation wrote
What the Last Dawn of Reckoning shall read.

YESTERDAY *This* Day's Madness did prepare;
TOMORROW'S Silence, Triumph, or Despair:
Drink! for you know not whence you came, nor why:
Drink! for you know not why you go, nor where.

— Omar Khayyam





ALUMNI ASSOCIATION
ILLINOIS BENEDICTINE COLLEGE
LISLE, ILLINOIS 60532

